The Journal of the National Education Association
February 1973

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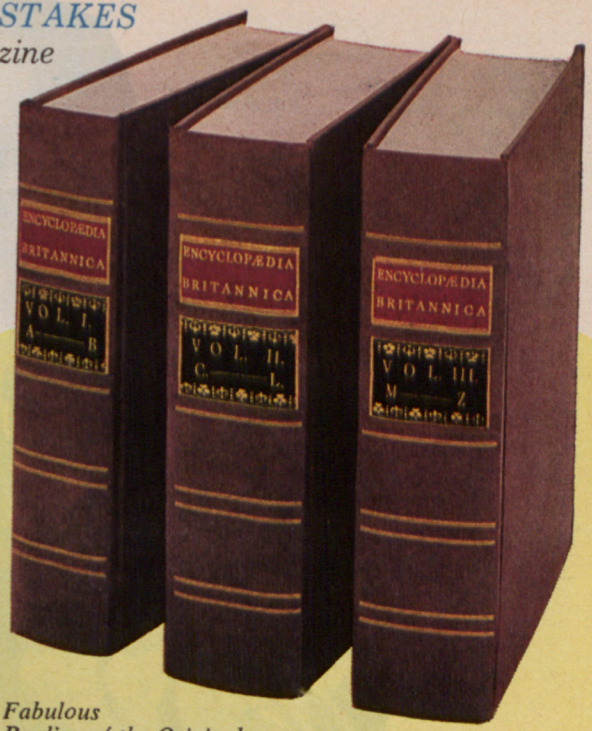

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A MESSAGE FROM THE PUBLISHER

Since the publication of the first edition of Britannica in 1768, new knowledge has been amassed at undreamed-of rates. New specialties have evolved which tend to fence areas of knowledge and their specialists into smaller confines. The result has been an increasing difficulty in communicating and understanding.

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In celebrating my 30th year as both Publisher and Chairman of the Board of Encyclopaedia Britannica, I would like to extend to you an invitation to learn more about Britannica and the world of information it can make available to you. Let me mail you the Preview Booklet.

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The Journal of the National Education Association
February 1973, Volume 62, Number 2

TODAY'S EDUCATION

This Month's Cover: A young First American and her teacher share a quiet moment.

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Chevrolet announces a brand-new guide to help buyers choose the right recreational vehicle.

Facts for everyone: from beginner to old pro.

The 1973 Recreational Vehicle Buyer's Guide by Chevrolet is 84 pages full of facts, figures and full-color illustrations. For the beginner, there's a complete introduction to trailering vehicles, pickup campers and motor homes. For the expert, specifications such as load limits, engine/transmission teams, axle ratios, cooling systems, tire sizes and tread patterns.

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News and Trends

NEA Executive Committee To Choose Executive Secretary

After a nationwide search, the NEA Executive Committee has received nominations and applications for the position of Executive Secretary of the National Education Association. Executive Secretary Sam M. Lambert, now on sabbatical leave, retires on April 1. Acting Executive Secretary Allan M. West has announced that he is not a candidate for the position. The Executive Committee expects to announce the new appointment by March 15.

NEA, Other Organizations Move To Establish CAPE

The NEA and other public employee organizations are moving ahead with plans to establish CAPE—the Coalition of American Public Employees—to unite their collective legislative, political, financial, legal, and public relations power.

The American Federation of State, County and Municipal Employees (AFSCME), AFL-CIO, has adopted an interim agreement for CAPE drawn up under the direction of the NEA Executive Committee. The other initial member of the Coalition, the International Association of Fire Fighters (IAFF), AFL-CIO, was expected to adopt the document at its next council meeting. In March 1971, the NEA, AFSCME, and IAFF formed an informal alliance which played a key role in winning fair treatment for teachers and other public employees—such as guaranteeing retroactive salary increases—after the wage-price freeze took effect later that year.

Although the idea of a coalition of public employee organizations was broached publicly at the 1970 convention of the American Federation of Teachers (AFT), AFL-CIO, where it was received warmly with the understanding that the NEA would be welcome, the AFT recently rejected an invitation from the NEA, extended by President Catharine Barrett, to participate in CAPE.

In her letter to AFT President David Selden, Mrs. Barrett pointed out that CAPE is a nationwide movement with the power to bring the common concerns of employees in the public sector forcefully to the attention of Congress and the American people. "A combined membership of several million members is possible," she said. "Such membership strength will magnify the power of teachers to correct the glaring needs of schools and teachers. At the same time, by joining with other organizations on matters of common concern, the integrity of each member organization will be preserved."

Teens Rate Literature High

Teen-agers overwhelmingly believe the study of literature is a "positive experience," according to a new study. Nearly one-third of the nation's 17-year-olds credit their school's literature program with helping them achieve self-understanding and increasing their tolerance for new and different ideas, and 99 percent rate literature as "an important part" of their high school curriculum. The study, conducted by the National Assessment of Educational Progress under the direction of the Education Commission of the States, also showed that a large percentage of 17-year-olds believe the study of literature improves grammar and speech and thus helps them obtain jobs.

The 1970-71 literature assessment involved a national sample of more than 70,000 students in public and private schools and individuals out of school. The study supports the belief that the educational level of parents influences reading habits of their children. Results also confirm what most people suspected: Girls read more than boys.

Two Fired After Shooting File Suit Against University

Two Southern University professors, fired the day after a confrontation between students and law enforcement officers that left two black students dead, filed suit against the Louisiana university in U.S. District Court in Baton Rouge. NEA and the Louisiana Education Association are financing the suit brought by Joseph Johnson and George Baker, who were accused by the president of Southern University of serving as advisers to dissident students, encouraging students to stay away from classes, and neglecting contractual responsibilities on the campus.

The complaint charges that, prior to dismissal, Professors Johnson and Baker were not provided with procedural due process. NEA President Catharine Barrett said the national and state associations are supporting the case "because we believe the crisis and the tragedy on the Southern University campus does not relieve the University administration of its obligation to respect the Fourteenth Amendment rights of teachers to fair and equitable treatment by their employers."

Foundation Awards Grants to Black Colleges

The Ford Foundation has named 13 black colleges as recipients of grants in a five-year program to increase opportunities for minorities in higher education. Twelve additional colleges will receive one-time grants totaling $1.6 million. Last year, the Foundation's trustees authorized approximately $100 million for scholarship and fellowship awards for minority students and faculty and for general development grants to only about 10 black colleges and universities. During the past year, however, Foundation staff conducted studies of black colleges and found these institutions had more strength and potential than preliminary surveys suggested. As a result, the Foundation has increased the number of black colleges and universities it plans to assist.

Commission Urges Cities and Colleges To Form New Ties

The Carnegie Commission on Higher Education has called upon U.S. colleges and universities and the nation's cities to form new relationships to aid the cities and revitalize urban higher education. A major recommendation is that a federal urban-grant program be established which would provide 10 grants to selected institutions to undertake comprehensive urban commitments. These grants should not exceed $10 million a year for a 10-year period and should be reviewed every two years.

The Commission report cites several urgent tasks of colleges and universities in urban areas, including providing adequate access to higher education for area residents, ensuring better use of both existing and new colleges and universities, and aiding individual students in making the best use of available postsecondary educational resources. The Commission's proposals are made in *The Campus and the City: Maximizing Assets and Reducing Liabilities.*

College Level Course Offered News Readers

"America and the Future of Man"—a college level course—will appear in more than 50 newspapers beginning next September. The course, which will be multidisciplinary and strongly based on the humanities, will consist of 20 lectures by a variety of scholars. It is intended to reach three groups: the casual reader, the reader who wants to find out more about the subject, and the one who enrolls in a cooperating college to take examinations on the material for college credit.

The National Endowment for the Humanities awarded a $96,000 grant to the University of California at San Diego to develop and test the course.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter.* Members in some unified states receive *Reporter* news through joint NEA-state association newspapers.

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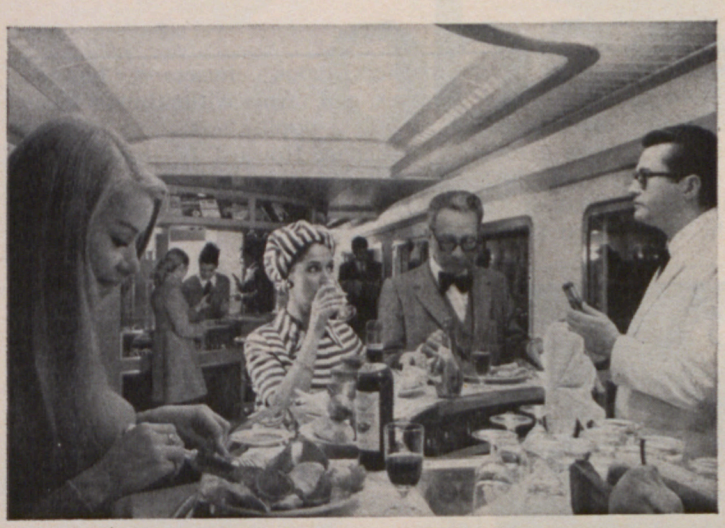

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IDEA EXCHANGE

Today's Education *invites NEA members to submit items for possible use in "Idea Exchange." Contributions must not have appeared previously in a periodical having state or national distribution. (Please include home address, position, and Zip Code.)*

No Missing Persons

One teacher I know uses the following technique when she takes young children on trips. She carries a rope to which hand loops are attached, and each child hangs on to one of the loops. So far, she has visited supermarkets, zoos, museums, baseball games, and farms without ever losing track of a pupil.

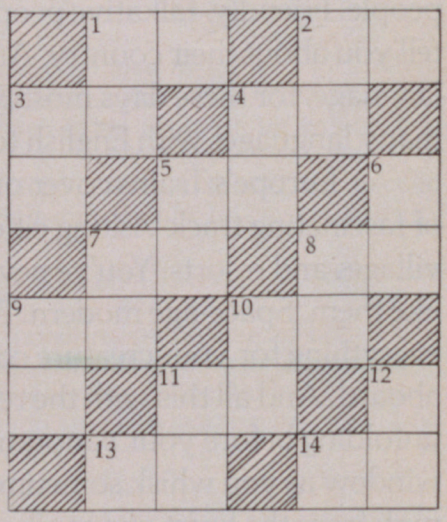
—Richard Howard, Jr., *mathematics teacher, Thomas Stone High School, Waldorf, Maryland.*

Number Puzzles

I wonder how many of us realize that the universally popular crossword puzzle is also highly adaptable for classroom use. Try it for arithmetic practice, for calendar review, for measurement (inches, feet, and so on), for abbreviations of units of measure (yd., doz., qt.).

Individually or as a class exercise, give your class a chance to make up their own puzzles like the one shown below. I think they'll enjoy it as much as my classes do.

—Evelyn R. Slavin, *teacher of grades five and six, Roosevelt School, Tucson, Arizona.*



ACROSS	DOWN
1. 5x4	1. 7x4
2. 8x5	2. 5x9
3. 2x9	3. 4x4
4. 5x7	4. 6x6
5. 8x7	5. 9x6
7. 4x6	6. 2x5
8. 6x5	7. 5x5
9. 5x9	8. 4x8
10. 2x6	9. 6x8
11. 5x5	10. 5x3
13. 9x9	11. 7x3
14. 7x2	12. 3x8

When you have finished, check your answers.

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Steury decided the best way to win new friends was to talk to the old ones. So they asked their customers what they liked best about Steury campers. Responses included: Flame resistant fabrics and craftsmanship. These people had looked at the others. They still chose Steury. A point to remember.
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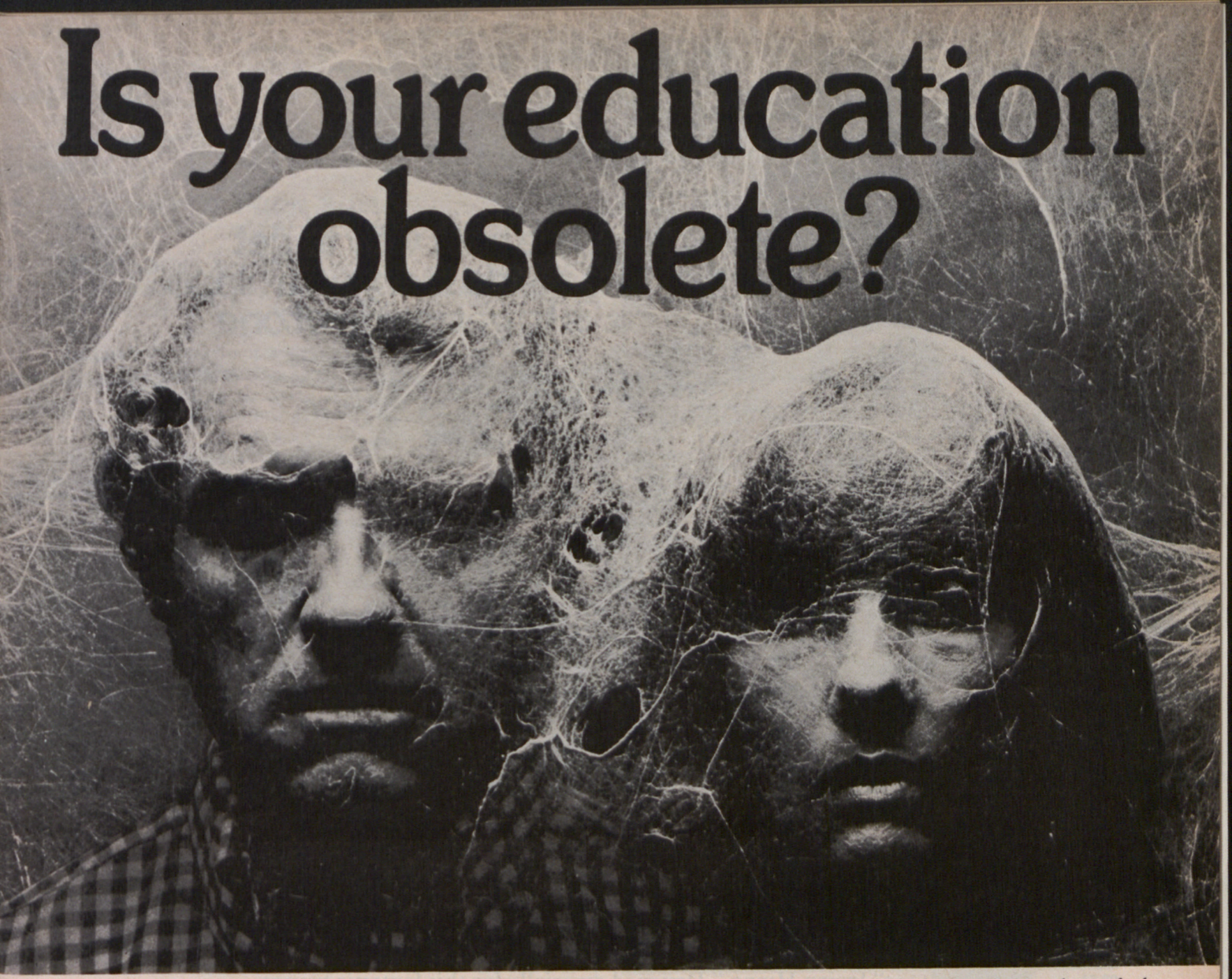

Education, like fresh rolls, goes stale.

And in today's Knowledge Society, the problem is not getting new information: it is developing new ways to learn, and to apply new knowledge.

Saturday Review of Education is designed to help with this process.

It explores the joy of learning, and raises fundamental questions about the existing educational system, and the new revolutionary directions it might take.

There is more to educational change than turning blackboards green.

Here are some of the things you will read about in Saturday Review of Education:

¢ Are "educational" toys really educational?

¢ Should schooling be compulsory? Direct reports from states where it is not.

¢ Children's TV. A guide to the new season that parents, and educators can really trust.

¢ Changes in mass "higher education."

¢ Continuing education beyond college.

¢ Do "crash courses" for College Boards really help?

¢ The "blue-collar" colleges: as open admissions becomes policy in many colleges, what experience from the past will be significant?

¢ The effect of the counterculture on learning in America.

¢ Retraining workers who have been automated out of jobs.

¢ The Union Merger Movement: Will 3,500,000 teachers put it together?

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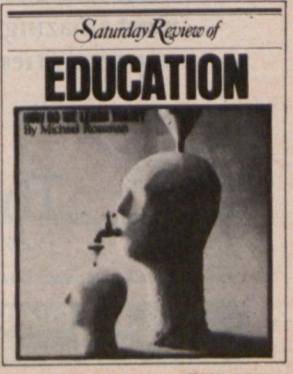

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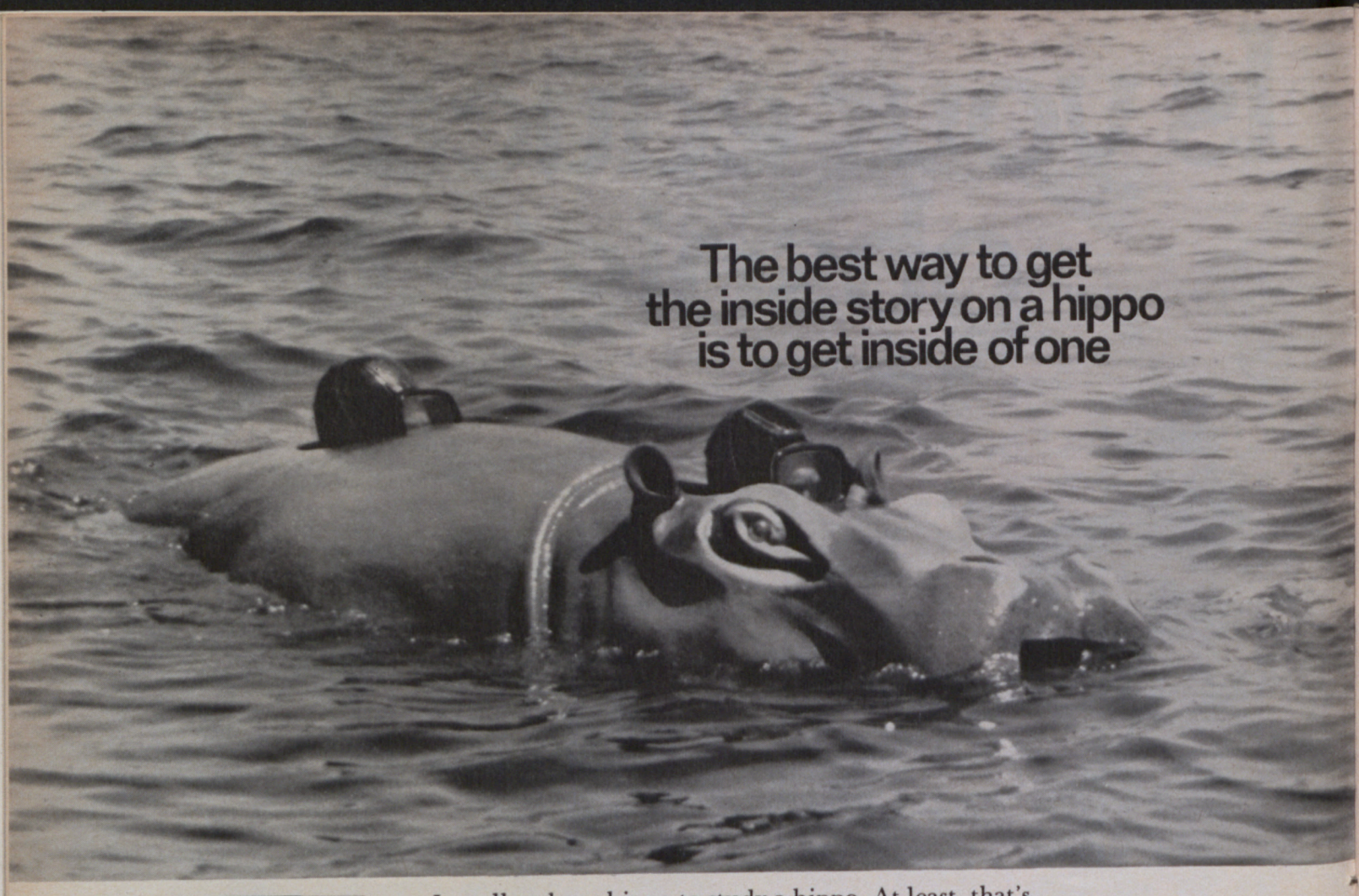
If you are currently a subscriber to Saturday Review, SR of EDUCATION is already included in your subscription as part of SR's new total information program covering the arts, science, the society, as well as education.



It really takes a hippo to study a hippo. At least, that's what you and your students will discover when you join Captain Jacques Cousteau and his crew in their newest adventure—"Hippo!"—Friday, February 16th, on ABC Television.

To get to know the hippopotamus right in his own swimming hole, your students will ride aboard an amazing Cousteau spy ship—the "Trojan Hippo." Designed especially for this fantastic voyage, the "Trojan Hippo" looks so real that it fools the "river horse," allowing Cousteau cameramen to swim by his side for exciting close-ups of his every move and mood. Young viewers will learn of the unique relationship that exists between the hippo and his tiny marine life friends. And they will see why Captain Cousteau views this gargantuan mammal with such importance—for the hippo's rivers are the life roots of Cousteau's beloved oceans.

Besides discovering how the hippo eats, sleeps, mates and makes his home in the water, students will witness him at play and at war. They'll see the comedy of a newborn calf learning to swim...and the terror of an enraged 2-ton male on the run.

But "Hippo!" is more than the study of the "river horse." It's a living diary of what remains of free creatures around Lake Tanganyika, East Africa—one of Nature's most amazing water holes. "Hippo!" will provide you and your students with many opportunities for classroom discussion and related in-class and home study projects.

"Hippo!"

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TEACHER OPINION POLL

Involvement in School Policy Making

More teachers today than four years ago desire greater involvement in school policy making.

A 10-part question, addressed by NEA Research to a nationwide sample of public school teachers, asked them to indicate whether they were "Not as involved as I want to be," "Involved about as much as I want to be," or "More involved than I want to be" in the "determination of school policies and procedures in each of several areas." For almost all areas listed, percentages of 1972 teachers reporting underinvolvement show an increase over data collected in 1968.

The prime area of underinvolvement is selection of the school principal, which shows both the greatest percentage of teachers indicating underinvolvement and the greatest increase since 1968 in the percentage of teachers indicating underinvolvement. Fifty-two percent of 1972 teachers say they are not involved as much as they want to be in procedures for selecting the school principal, an increase from 31 percent in 1968.

Between 40 and 50 percent of teachers indicate a desire for greater involvement in the procedure for teacher evaluation, determination of teacher salaries, establishing the school calendar, curriculum decisions, student discipline procedures, and the determination of fringe benefits. About one-third of all teachers are less involved than they would like to be in the selection of textbooks, adherence to the code of ethics, and determining and implementing grievance procedures. Since 1968, substantial increases have occurred in all areas except the selection of textbooks in the percentage of teachers less involved than they wish to be.

	Not as involved as I want to be	
	1968	1972
Curriculum decisions	37.3%	43.3%
Selection of textbooks	34.0	35.4
Determination of teacher salaries	39.2	47.2
Determining and implementing grievance procedures	21.9	32.0
Determination of fringe benefits	36.3	42.6
Procedures for selecting school principal	31.1	51.9
Adherence to code of ethics	22.9	32.1
Establishing school calendar	35.2	44.8
Procedure for teacher evaluation	35.1	47.4
Student discipline procedures	31.9	43.1

Greater percentages of women than of men indicate underinvolvement in curriculum decisions and the selection of textbooks, while with regard to all other areas listed, percentages of men indicating underinvolvement are greater. However, in a number of areas, the increase since 1968 in the proportion of underinvolved teachers has been larger among women than among men.

Percentages of men underinvolved in determining salary, grievance procedures, and fringe benefits do not show significant change from four years ago, but percentages of women who feel underinvolved in these areas have increased considerably. In regard to establishing the school calendar, procedures for teacher evaluation, and student discipline procedures, increase in those who feel underinvolved appears among both men and women, but the increases have been more extensive among women. The

(*Continued on page* 12)

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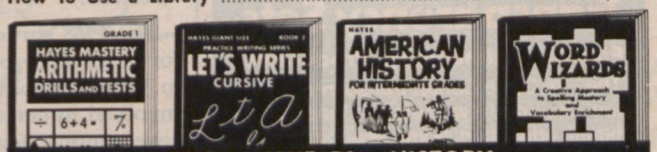

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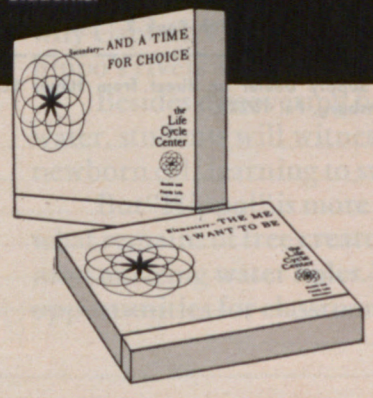

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TOP . . . (*Continued from page* 11)

figures for curriculum decisions show a reversal of the relative positions of men and women: In 1968, a greater percentage of men than of women indicated underinvolvement in this area, while in 1972, more women than men felt underinvolved.

	Not as involved as I want to be			
	Men		Women	
	1968	1972	1968	1972
Curriculum decisions	42.6%	40.9%	34.5%	45.0%
Selection of textbooks	31.6	31.1	35.2	38.3
Determination of teacher salaries	48.8	51.9	34.2	43.9
Determining and implementing grievance procedures	31.0	35.2	17.1	29.7
Determination of fringe benefits	46.0	47.7	31.2	39.0
Procedures for selecting school principal	39.3	58.2	26.8	47.5
Adherence to code of ethics	27.4	36.9	20.6	28.7
Establishing school calendar	41.4	48.2	31.9	42.3
Procedure for teacher evaluation	41.8	50.3	31.5	45.4
Student discipline procedures	41.7	49.3	26.8	38.6

The 1968 survey revealed a tendency for a greater proportion of teachers in large school systems to feel underinvolved in certain areas than was the case among teachers in smaller systems. This tendency has become more pronounced in 1972, for not only are percentages of those underinvolved greater among teachers in large than in small systems in a number of areas, but increases in percentages of large-system teachers who feel underinvolved are also frequently greater.

The notable exception to this pattern is selection of the school principal: Increase in the percentage of teachers underinvolved in this area amounts to approximately 20 percentage points in small- and medium-size as well as in large systems, and about half of all teachers in large, medium, and small systems now say they are not as involved as they want to be in selecting their principals. However, about half the large-system teachers also feel underinvolved in curriculum decisions, selection of textbooks, determination of salaries and fringe benefits, establishing the school calendar, and procedures for teacher evaluation and student discipline.

Geographical analysis in 1968 showed the Southeast distinguished by especially high percentages of teachers who felt underinvolved in the determination of salaries and fringe benefits. These percentages have increased in the last four years, in the former case from 59 to 66 percent and from 50 to 59 percent in the latter. In addition, in 1972, considerably greater percentages of teachers in the Southeast than in other regions also indicated underinvolvement in determination of grievance procedures and selection of textbooks.

—*NEA Research.*

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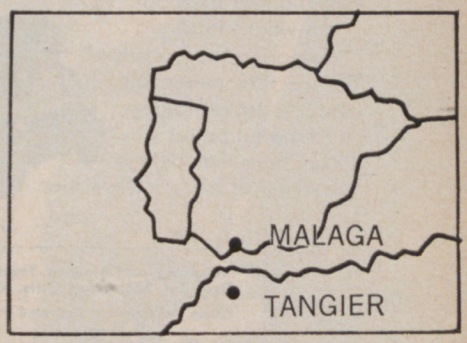

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Sexism

I found it ironical that all five articles in your feature, "The Schools and Sex-Role Stereotyping" (December), were written by women. How about equal time for some male views in a future issue?

—Mike Minton, *junior, Laurel County High School, London, Kentucky.*

The pressure exerted on girls to follow traditional, "feminine" goals is heavy indeed. The sad thing is that too few students and teachers are even aware of it. Your magazine has presented the problem to them, and that's the first step in the solution.

—a high school teacher, name withheld on request.

Objection

The "hippie doll" cartoon on page 62 of your December issue was appalling. It's incredible to me that a magazine that supposedly deals with education would resort to this despicable stereotyping—even as a joke.

—M. A. Wilker, *teacher of mathematics, Curtiss Jr. High School, Los Angeles, California.*

Kudos

The review of Jencks's new book on *Inequality* that appeared in the December issue is a masterpiece of scholarly analysis.

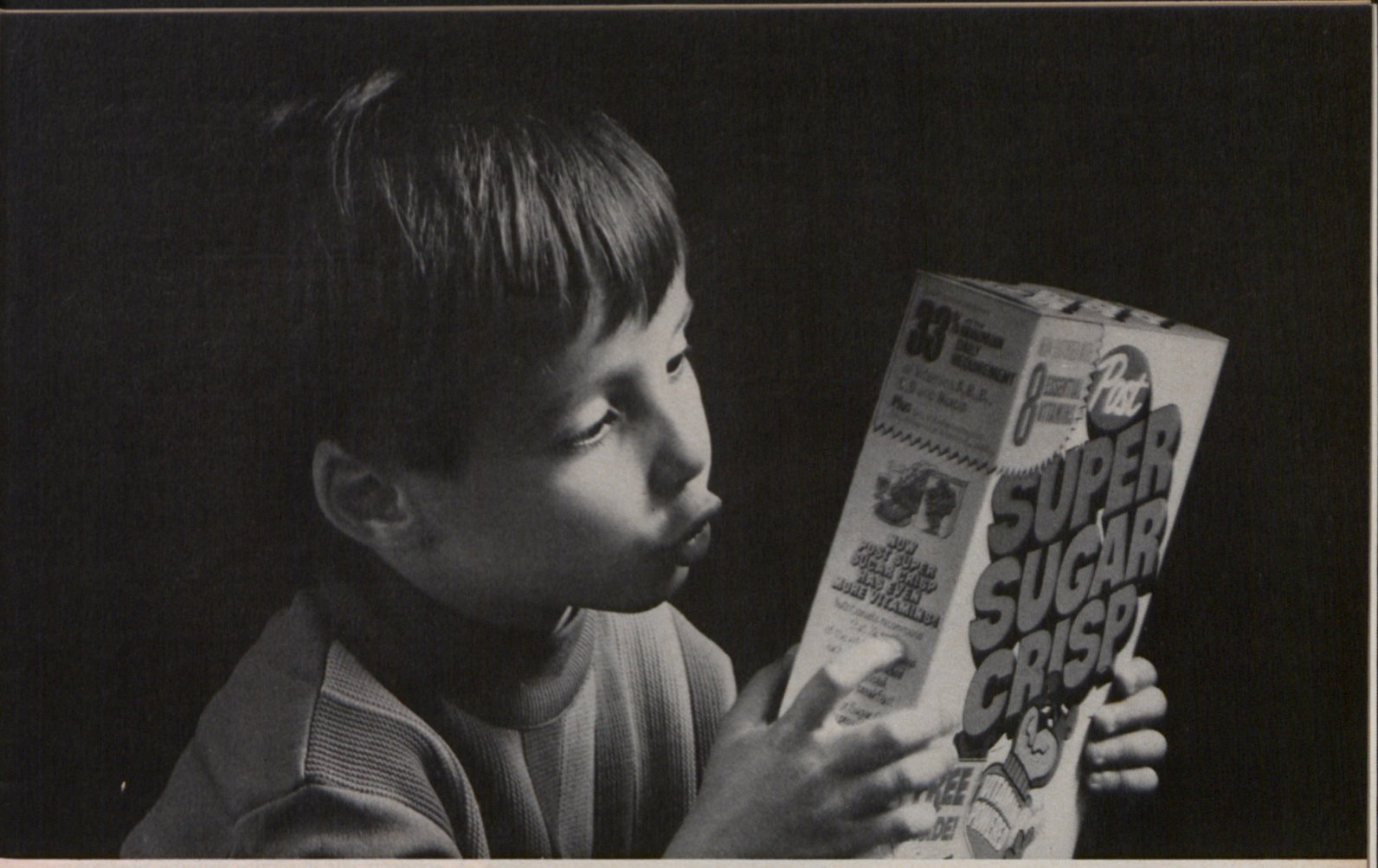
—Robert E. Phelps, *executive secretary, Pennsylvania State Education Association.*

Two Views on "Two Views"

In his letter to "Zip Code 20036" (December), Mr. Hill brings up two interesting points: the purpose of the secret ballot, which some of his "leaders" do not understand, and the NEA's position in regard to ballot violations. He raises many pertinent questions.

Mr. Gran's letter states that "striking teachers often risk going to jail for their beliefs." Actually, what they risk going to jail for is their *actions*. When the majority supports an illegal act, the minor-

(*Continued on page* 16)



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ZIP . . . (*Continued from page* 14)
ity is under no obligation to support the majority.

—Francis Wiesman, *retired teacher, registered parliamentarian, Worcester, Massachusetts.*

I do not believe Waring Hill's right to a secret ballot was violated when one of his association leaders asked that teachers who planned to cross the picket line stand up and be counted. Crossing the picket line is a public act of high visibility. The information Mr. Hill provided was simply advance notice that would help the association plan its strike strategy. However, since he so resented this exposure, I would suggest that associations allow their members to reveal their votes at the time they cross the picket line.

—H. B. Perry, *fifth grade teacher, Manville, New Jersey.*

Ban the Rod?

Our teachers were very pleased with "The Law and Teacher Rights: Corporal Punishment" (December). The article supports our in-service training program. We sincerely believe that corporal punishment in our nation's schools will soon be declared illegal, but we feel that schools should abolish such punishment voluntarily, without the force of law. Since the abolition of corporal punishment at our school, we have noticed a decided change in attitude, demeanor, openness, and friendliness of all pupils.

—Roy Higginbotham, *principal, Minor Elementary School, Birmingham, Alabama.*

The article discussing the status of corporal punishment in U.S. schools quotes from the report of the NEA Task Force on Corporal Punishment: "No teacher consciously wants to inflict pain, either physical or psychological, upon a young person." It is precisely this fact that demands some use (and not just in extreme cases) of corporal punishment, in the elementary schools at least.

In the long run, intelligent and rational use of corporal punishment helps to eliminate physical and psychological pain. For instance, if, when other methods have failed, a spanking can keep Johnny from kicking the other children, then they won't fear being hurt by him and will probably like him better, which will give him a higher opinion of himself.

—Louis Logan, *fourth grade teacher, Knolls Vista Intermediate School, Moses Lake, Washington.*

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—Robert Robertson, *executive director, National Council on Indian Opportunity, Washington, DC 20506.*

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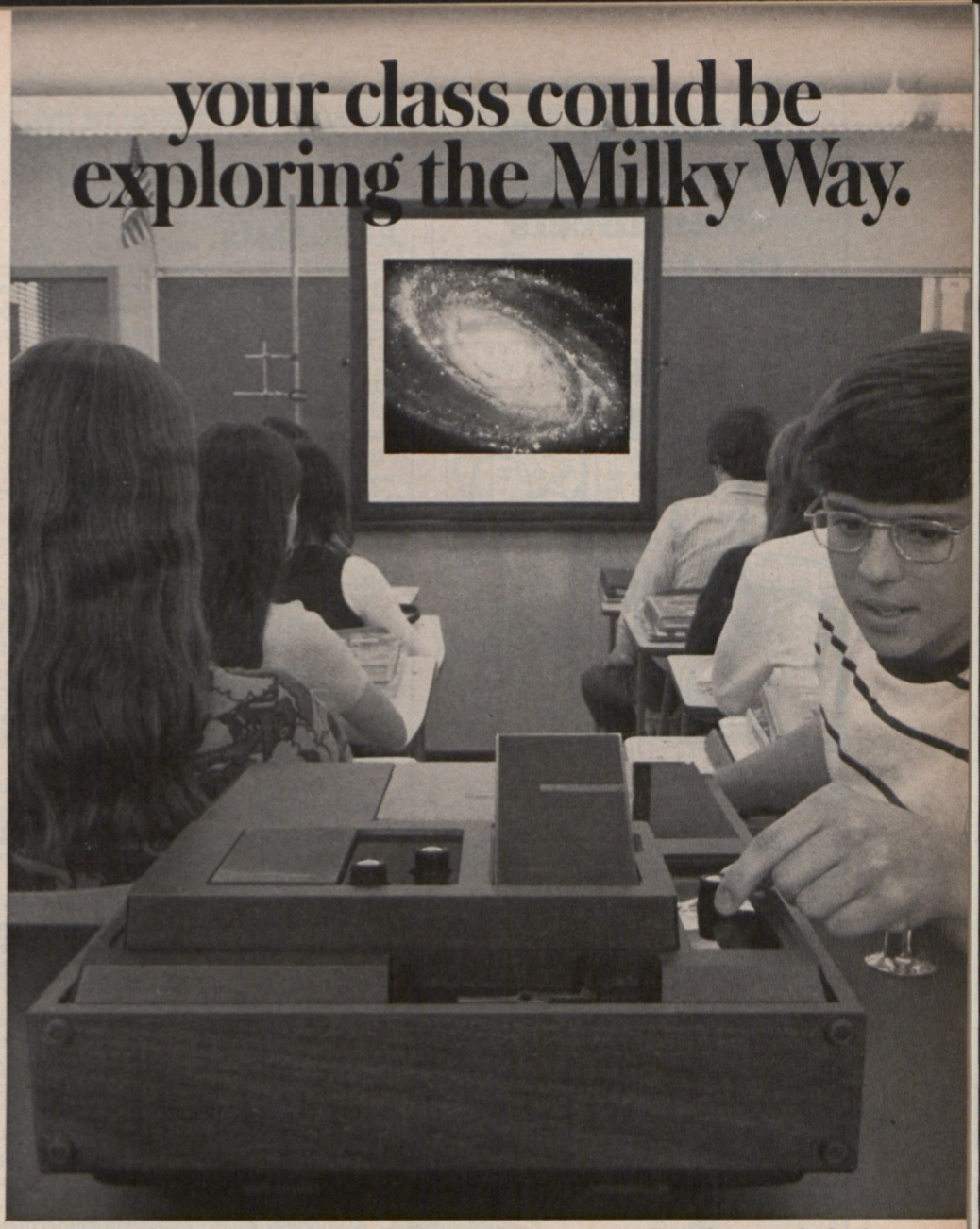

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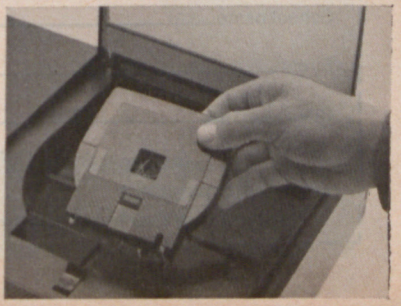

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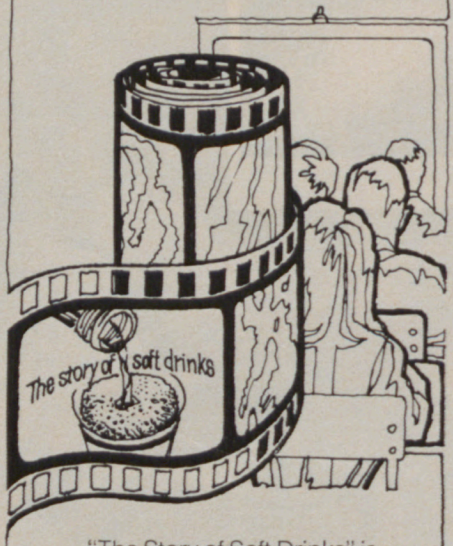

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To have fair procedures which guarantee due process is a professional right of all teachers. Professor Sindermann's victory also benefits the United Teaching Profession.

NEA could not continue to win the battles for due process without the unified efforts of local and state education associations. If your local is unified, great! Call on us for help anytime. If you are not in a unified local, call on us now to help your local become unified. Telephone (202) 833-4152, and ask for John Starie, Membership and Unification, National Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036.

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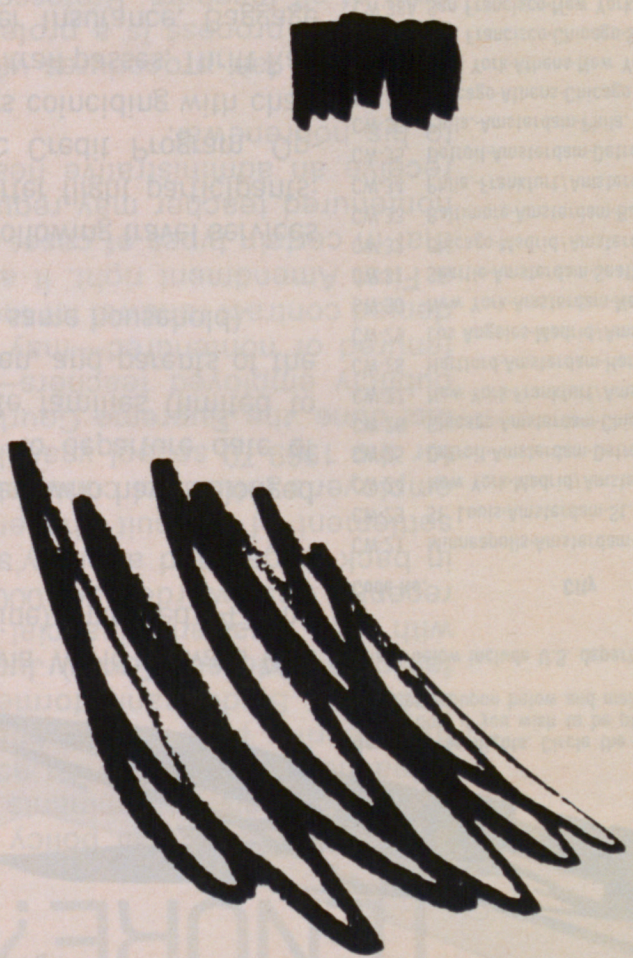

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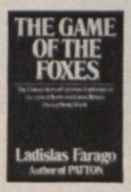

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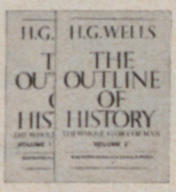

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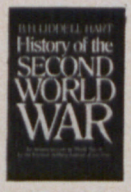

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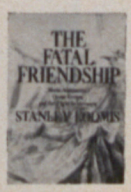

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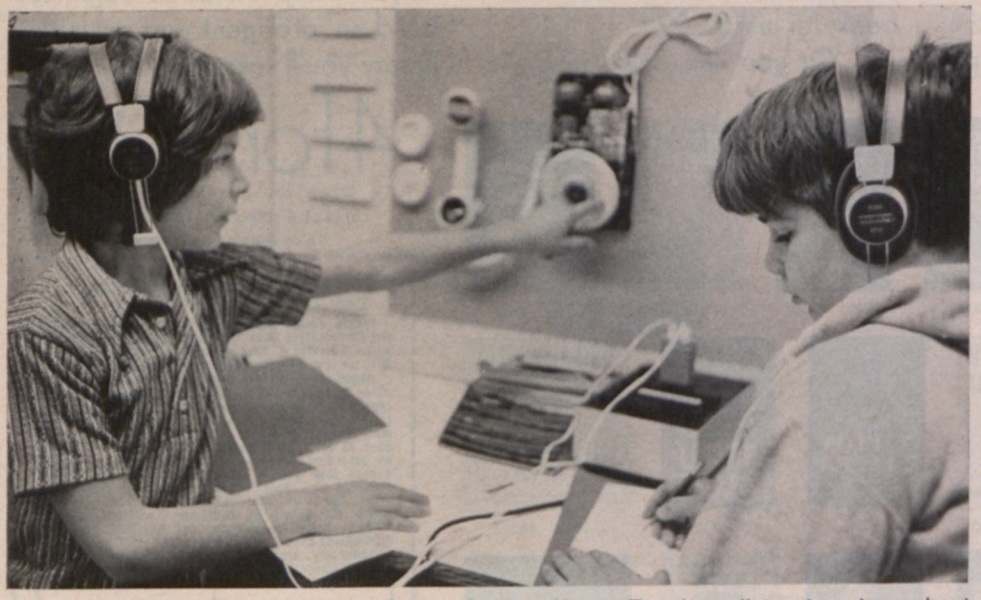
CAREER EDUCATION IN SYRACUSE

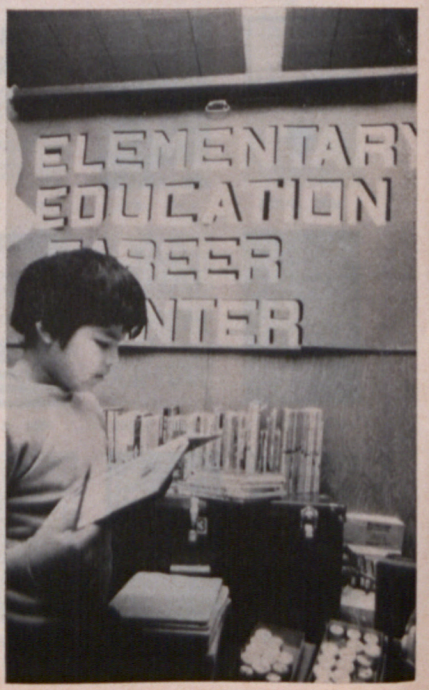
Acquainting public school elementary and high school students with the world of work is the goal of the Guided Occupational Orientation Program in Syracuse, New York. The city of 200,000 has no separate vocational school. Occupational programs have been decentralized where school enrollment and physical facilities make decentralization desirable.

Some of the main features of this experimental program, which is supported in part by federal funds, are highlighted on these pages:

- **The Career Center,** which consists primarily of 17 booths in a classroom of an elementary school. Each booth displays items pertaining to one career family, such as that of the postal worker, beautician, or electrical worker. After proper preparation, sixth graders visit the Center on two different mornings and spend 10 minutes in each booth where they are informed by tape recorder about that career family and about display items in the booth.
- **The Classroom,** the center of the basic work of the program. Each elementary class continues its study of careers during social studies, English, math, and/or science period for three weeks. Syracuse teachers have prepared materials on three different reading levels for this study. During the career study activity period, students make use of kits, which contain filmstrips, books, pamphlets, workbooks, cassette players, filmstrip viewers, and headsets. Syracuse teachers have spent many hours rewriting curriculums and preparing appropriate materials.
- **The Skill Trainer,** which is housed in a 50′ x 12′ trailer on school property. The trailer contains an area with business machines, an industrial shop, a restaurant, a hospital room, a sewing room, and other centers devoted to the specific occupations pupils have been studying. On three separate visits, they have "hands-on" experience with some of the equipment.
- **The Field Trip,** a vital element in the program. Some help is provided classroom teachers in arranging for field trips to visit workers on their jobs, but the burden of planning and handling these on-the-scene expeditions falls mainly on the teachers. Thus, some classes get into the community more than others and, likewise, some have many more visits from workers than others.
- **Work Experience,** a secondary school feature of the program. Students actually work as volunteers on jobs in the community—in businesses, hospitals, and industry. Using the facilities of the community, they



In the Career Center. Above: Two boys listen to a tape about telephone careers and equipment and fill out work sheets concerned with this area. Right: Another pupil reviews some of the wealth of materials that will follow the classes back to their classrooms for further occupational study.



In the Career Center. Above right: Virginia Lewis, elementary instructional specialist, introduces two sixth graders to career possibilities described in the Center. Below right: Another sixth grader listens to a tape in the cosmetology booth as he coifs a willing manikin.

CAREERS

Back in the Classroom. Using materials prepared and gathered by teachers, elementary and secondary students launch into further career studies in one or more of 21 different career areas. They spend about two hours a day for three weeks in this intensive study.

In the Skill Trainer. The culminating activity for sixth graders in the program is the Skill Trainer. Boys can sew, girls can saw, and occupational horizons can be broadened. In the photo at the bottom of the page, NEA President Catharine Barrett (center) visits the hospital area of the Skill Trainer.

are able to experience "what it's really like to. . . ."

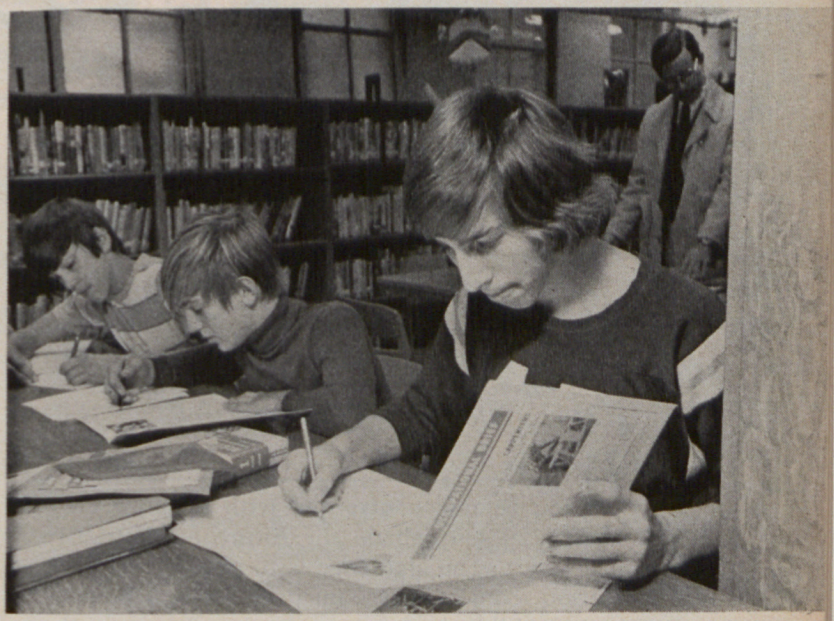
• **Junior High Resource Kits,** prepared by junior high teachers, principals, and guidance personnel. Using these kits, teachers and students are able to integrate subject matter with career-oriented objectives. The resources for their studies are in the school libraries. Ninth graders can participate in cooperative programs offering out-of-school, on-site work observations and experiences.

• **Program for the Advancement of Career Education** (PACE), a cooperative education project jointly sponsored by Onondaga Community College and the Syracuse City School District for the preparation of students for careers in engineering, technologies, medical fields, secretarial science, and retail management. The high school program, which is carefully articulated with the college program, now has 300 students enrolled.

• **Occupational Learning Centers,** a program for youth identified as dropouts or potential dropouts. Four centers are now in operation in locations off school grounds. Each handles some 35 students in individualized programs, which include job-related social studies, language arts, reading, and math for occupational education. For youth who are able to adapt to the regular school environment but who need special instruction, counseling and work experience through Occupational Resource teachers are available.

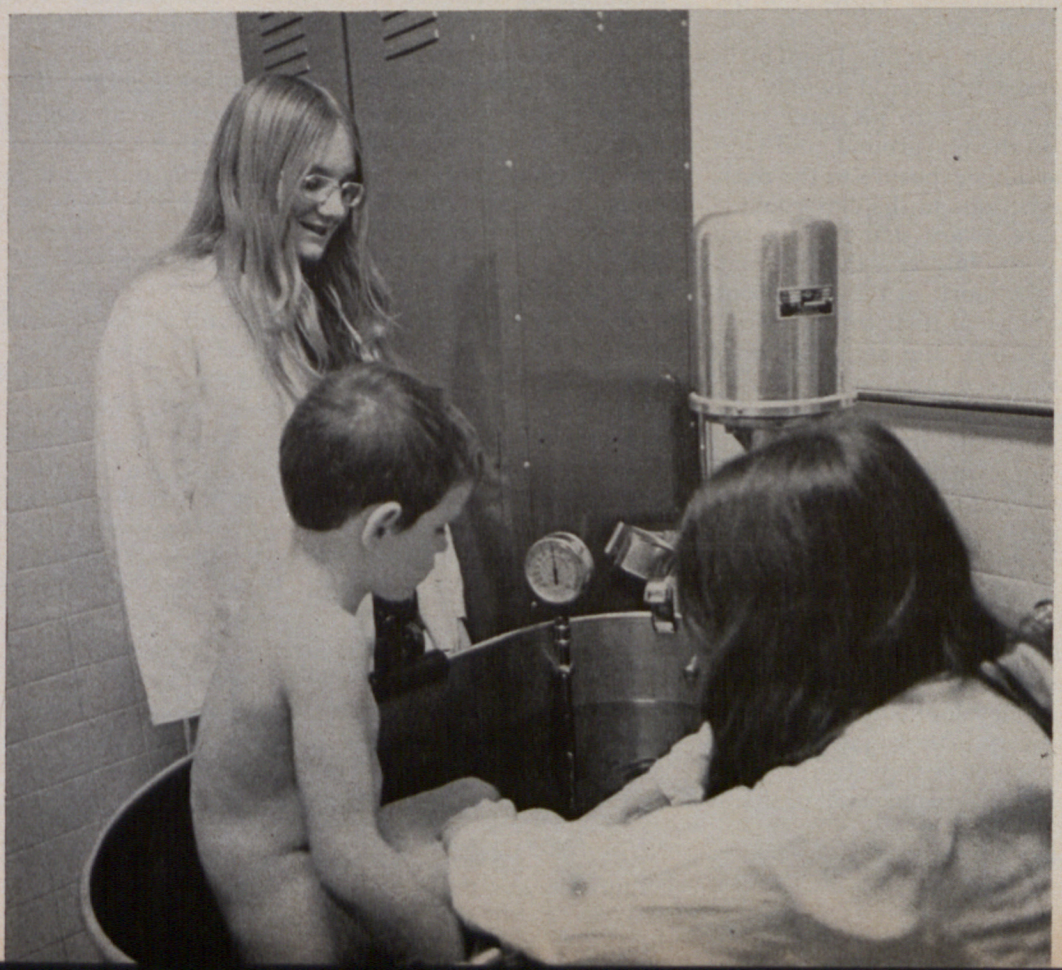
HEW Assistant Secretary for Education Sidney P. Marland, Jr., has called upon American educators to make sure that the schools equip our youth to enter a career upon graduation or to go on to further education. Syracuse has answered this call by having a team of 75 teachers undertake curriculum revision from K through 6. By including career education as an integral and inseparable part of the total educational process, they are producing a Life Centered Curriculum so that every Syracuse youngster will be better prepared for the development of a lifelong, productive career. □

On a Field Trip. A color TV camera at a local station is fascinating to pupils on a field trip. Classroom teachers arrange many trips to see local workers in action and invite many resource people to come into their classrooms.



Junior High Resource Kits. Occupational briefs and many other resources are included in the junior high kits. Pursuing an independent course of study, each ninth grader selects one job cluster for exploration in depth.

Work Experience. Various types of work experiences under skilled supervision are offered secondary school students, including experience as hospital technicians in a local hospital.



The child who is doing the teaching learns more than the child who is being taught.

EARL S. SCHAEFER, *professor of maternal and child health, School of Public Health, and chief, Section on Family Research, Frank Porter Graham Child Development Center, University of North Carolina, Chapel Hill.*

Education is now confronted with a major challenge that may shape the future of the entire profession. The challenge is to extend the work of education from a classroom perspective which focuses on the child's learning academic subjects in the classroom with a professional educator to a life-time and life-space perspective which extends from birth onward. This ecological perspective would include, for example, the child's experiences with his parents in the home, with his peers on the playground, and with adults in the community and his exposure to the mass media—as well as his interactions in the classroom.

Many of us educators are aware that we are not achieving our objectives with children—that no matter how much we enrich the work in the classroom, some youngsters do not achieve at their full potential. But we have not really grasped the significance of this finding for future educational programs.

Research on child development shows that differences in intellectual functioning in children from different social groups emerge in the second year of life and are fairly well-stabilized by the age of three—certainly before the child enters school. Usually, schools do not change the child's level of functioning; they merely educate at the level initially developed and maintained by the child's family and community.

Why do intellectual differences emerge so early? one may ask. The second and third years of life are the periods of early language development. Before the child is a year old, he has very little language; by the time he's three, he can carry on a conversation with an adult. Mastery of complex language is probably the child's most dramatic learning feat, yet professional education has minimal influence on this accomplishment.

Competence in the classroom is largely dependent on language skills. The child's ability to talk, listen, read, write, and think requires language as a major tool. As we have seen, differences in language competency emerge in the second and third years of a child's life. The reason these early levels are maintained through the school years is that parents exert a continuing influence on the intellectual development and academic achievement of their children.

Some studies show that educational activities in the home during the third year of the child's life predict very well his reading achievement at school entrance. Therefore, it would appear that the key to the child's success in reading is less in the reading method we use when he enters first grade than on his total life experience with his parents in the early years before three and continuing through the school years.

Brief, child-centered, early-education programs which provide a varied and increasingly complex experience, acceptance, positive reinforcement, and language stimulation frequently result temporarily in higher levels of intellectual functioning in children. However, a year after the child leaves such a program, his IQ may drop significantly and only a very small residual effect is seen after three or four years. Because of this drop-off, a growing number of researchers are working with parents in an effort to supplement the early education of children. Some of these programs involve only the parents; others involve the child in the preschool and the parents at home. Contact with parents, therefore, is seen either as an alternative or as a supplement for early education of the child in the classroom.

Evaluations of parent-centered early education pro-

A Life-Time, Life-Space Perspective

grams show encouraging results. Working with parents once a week in the home is frequently as effective as bringing the child into the preschool—and the cost is usually less. Moreover, contacts with the home have some effect on the younger children in the family as well as on other children in the neighborhood. Thus, working with the child's parents in the early years seems to be an economically efficient way of stimulating the intellectual development of young children.

Parents are also important in the education of students during later school years. A British study found that the child's achievement is more closely related to the degree of parent involvement than it is to the quality of the school. Studies made in our own country also suggest that home environment has a greater effect on the child's academic achievement than do the school, the characteristics of teachers, or the program, library, and other facilities.

If parents are so important, why do teachers not work more closely with them? Let's analyze some of the barriers to parent-teacher collaboration.

Once, when I was speaking of the need for teachers to work with the home, a teacher bitterly protested, "How can you expect me to work with parents? I've been trained to teach children. It isn't fair at all that you ask me to work with parents. That's not my job!"

Other teachers seem afraid to communicate with parents. At a parent-teacher meeting where teachers were supposed to explain their educational program, one teacher showed slides of a trip to Williamsburg, Virginia—apparently as a way to avoid real communication with those present.

Still another teacher told a group of upper middle-class parents: "Please don't teach your children how to read or do arithmetic. Your methods may be different from mine. Just send me a happy child, and I'll educate him." This teacher viewed his role as that of supplanting the parental role.

Some barriers, of course, are imposed by parents. Many parents are afraid of teachers. They feel awkward and uncomfortable on coming into the school. Memories of their own childhood or the emotional climate of the school make them only too willing to leave the responsibility of educating their children entirely up to the teacher.

As education moves to earlier and earlier years, parents may feel more and more that the education of the child is a task for professional educators only. That would be a grave mistake, I think.

No matter how early we begin education in the classroom, the family is still a major influence in the child's learning. Rather than minimizing the importance of parents in the child's education, we should emphasize their importance by using schools and teachers to support the parental role.

The school must welcome parents and make them feel important and necessary for their children's education. Schools must really become community centers —and family centers. Schools must work with individual parents and groups of parents to improve the recreation, education, and care of children in communities.

Once we have a clear objective—to influence the child's education in the family—we will find many ways to help parents. One teacher told me that after she created a traveling suitcase of interesting educational materials, the pupils in her room competed with one another to see who would take the case home and share its contents with parents and siblings. This is only one of many ideas that a teacher could carry out within the current system.

A classroom teacher can hold weekly sessions for small groups of parents on what's happening in the school and in the mass media. He might talk with parents about the books, toys, and learning materials they have in their homes and help parents plan for their children's educational experiences during vacation periods.

Another idea which interests me is the possibility that cable TV will offer a varied set of programs for young children. If teachers could help parents use these programs to further their children's education,

that would be a big step ahead. Television viewing can and should be a positive educational force.

Schools might develop toy as well as book libraries for children of all ages and show the pupils how to use the materials. Teachers could encourage their pupils to take the materials home and use them with younger siblings or neighbors.

The school might invite parents of children of all ages to workshops and training sessions where they could learn to use materials with their own children. In this way, the educational process would not begin at school enrollment but rather during the first year of life. Parents would not be alone in the task of educating their children; they would have the cooperation and the collaboration and the leadership of professional educators.

If a local PTA limits its activities to providing money and manpower for what goes on in the schools, teachers might take the lead in changing it to an organization that supports the child's education in the home, in the community, and through the mass media —from birth onward. Perhaps the PTA could be instrumental in getting experienced older mothers to offer assistance to inexperienced young mothers in the education of their infants. Teachers might provide leadership for really mobilizing parent power, child power, and manpower—particularly father power—for the education of the child.

There is still another point that interests me. Studies of children teaching other children show that the child who teaches learns far more rapidly than the child who is taught. This suggests that we could not only look at children as teachers in the classroom, but also help them develop the skills, attitudes, and motivations which would make them active participants in the education of their children when they are parents.

Also we need to help children think of themselves as lifelong students—to understand that their schooling is not finished when they leave the classroom. Young people must realize that they will need constant education if they are to be effective teachers of their own children in the years ahead.

Who will provide the leadership for changing the present classroom perspective to an ecological perspective? The professional educator and teacher-education institution should be leaders in this effort. Every teacher-education institution should offer courses which would give future teachers an understanding of the child's education within his total ecology. These courses would emphasize the major role of the family in a child's education, the importance of the child's early years, the continuing influence of the family during all the school years, and the necessity for using mass media, particularly television, in educating the child.

Professional educators must work to build a support system for family care and training of children, because the isolated, individual parent is not self-sufficient as an educator. Perhaps we need a new model of education in which the professional teacher would serve as a leader and a resource person. The teacher would motivate and train the 50 or 60 parents of his pupils to relate effectively to their children's education; he would also show his pupils how to teach each other and younger siblings at home.

The goal of individual instruction may never be achieved by one teacher with 20 or 30 children. But if we also have 50 or 60 parents teaching and 20 or 30 children teaching and the mass media doing its part, we may be able to achieve individual instruction.

We may also need to train teachers without classrooms who will work primarily in homes with parents from the birth of their children onward. This effort calls for a new type of educator—one whose interest is not focused merely on the classroom within the usual school years. Instead, this teacher would view himself as a leader and resource person working with parents on the education of their children and helping those children to educate each other and their younger siblings. With this ecological perspective on education, we would be planning for education in which everyone would be seen as a teacher and everyone would be seen as a student throughout his life-time and his life-space.

So, we have a challenge to professional education: Will we continue with a limited, classroom perspective on education or will we expand this to an ecological perspective?

Schools are necessary but not sufficient. Equality of educational opportunity in the school alone does *not* provide for equality of educational opportunity for all children. Youngsters who live in homes in which there are no books, toys, pencils, crayons, or paper do *not* have equality of opportunity.

Society at this point needs a more educated, a more competent population. Therefore, we are faced with the necessity of educating not only those children who are well-prepared by effective families with a tradition of education but also the children from families without resources.

Here is a new role for education—to become an advocate for the education of children from birth onward—to become an advocate for the needs of families. Parents need help. Parents need methods and materials. Parents need consultation and training and collaboration with skilled professional educators.

Can education meet the challenge of training educators who are aware of early child development, who are aware of relationships, language, interests, and skills that are the prerequisites for reading in the early years? How well education meets this challenge will determine the future of our schools, the effectiveness of parents in the home, and the education of our children. □

Additional Reading

Education of the Infant and Young Child. Ed. by Victor Denenberg. Academic Press. 1970.

The Young Child. Ed. by William Hartup. National Association for the Education of Young Children. 1972.

Learning To Read—with a Parental Assist

HOME-SCHOOL COOPERATION

EVELYN M. PICKARTS, *supervisor of parent education, Division of Career and Continuing Education, Los Angeles City Schools.*

Educators are aware that the whole process of learning to read does not occur solely in the classroom and that parents are a primary force in their children's education. The teacher teaches the child to read, but the family motivates him, provides the experimental background, and reinforces learning as it progresses. Parent participation in the child's ongoing education is vital in the areas of motivation, reinforcement, and enrichment.

Today's parents *are* interested; they want to help their children learn to read. If we expect them to understand and support what is being done with their children and to enlarge upon these efforts, the schools must assume responsibility for parent education. When educational programs are available to them, parents can learn to use many skills effectively.

For the past five years, the Division of Career and Continuing Education of the Los Angeles City Schools has offered classes for parents on their role in teaching children to read. The parents expressed initial surprise with remarks like this: "I thought we weren't supposed to interfere—that only teachers should do anything about children learning to read." Our response was: "We now recognize the importance of many things parents can and should do."

Over 250 classes were offered in the first two years of the program, and the course is now an ongoing part of the Parent Education program. Participants come in large numbers from all areas of our city.

One part of the program gives parents an understanding of how the schools teach reading. The theme of individual differences runs throughout the series. As one parent stated: "Now I see how complex the teaching of reading is, and I have changed my former opinion that all would be well if you just taught phonics."

In addition to the six-week course for those with children already in school, we have tried to reach parents of preschool children by means of television. A TV series on how parents can help children read is shown at least once a year, and it always brings requests for further information.

Increasing emphasis on preparing the young child for reading has also been incorporated into the classes for parents of preschoolers. A course called Child Observation has brought enthusiastic responses. Mothers, the usual participants, report the pleasure and success they've had in sharing with their husbands new ideas for family activities which prepare youngsters for reading.

In general, reading courses for parents cover basic needs—language development, ways of working with children, use of multimedia (library, television, and comics), development of a sight vocabulary and word attack skills, and sources of help for the child with reading difficulties. Content and method are adjusted to serve each group.

The programs in Los Angeles were started before interest in the parents' role in reading was as keen as it is today. Resources now available should make initiation of such programs much easier. The growing awareness of parents—stimulated by RISE (Reading Improvement Services Everywhere), which is the program of the National Congress of Parents and Teachers; the national Right To Read effort; and the efforts being made by the International Reading Association —increases public interest.

The following books may be helpful:

Home Start on Reading. National Congress of Parents and Teachers, 700 N. Rush St., Chicago 60611. 1972. 35¢.

Parents and Reading. Edited by Carl Smith. International Reading Association (IRA), 6 Tyre Ave., Newark, DE 19711. 1971. $3.50. *Micromonograph Series.* Seven pamphlets to help parents with their children's reading problems. ERIC/CRIER and IRA. 50¢ each. Write IRA for detailed brochure.

Parents, Children, and Reading. Evelyn M. Pickarts and Ellen B. DeFranco. American Book Company. 1972. $1.57.

Dear Parents: Help Your Child To Read. Ellen B. DeFranco and Evelyn M. Pickarts. American Book Company. 1972. $1.57.

Your Child—From Home to School. National Association of Elementary School Principals and National School Public Relations Association, 1801 N. Moore St., Arlington, VA 22209. 1972. Stock No. 421-12575. $1.25.

Parents and Beginning Readers. A series of 12 articles from the National Reading Center. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. 1972. $1.65 a set.

In order to involve a substantial number of parents in education, the school must send a positive message, one which dispels the idea that the parent is asked to help only when the child is not learning to read. The Los Angeles program is designed for all parents and is not limited to those with problems. We have succeeded in attracting large numbers of parents from all economic, cultural, and ethnic groups.

An essential ingredient for success is the belief that the parent does educate his child and that it will take the best efforts of both home and school working knowledgeably together to reach common goals. □

RALPH SCOTT, *director, Educational Clinic, University of Northern Iowa, Cedar Falls; and* **HELEN THOMPSON,** *director of Home Start II, Waterloo, Iowa.*

Home Starts I and II

HOME-SCHOOL COOPERATION

As the group of mothers ate cookies and drank coffee, their conversation touched on a variety of topics, including children's behavior and parental survival techniques. One mother was alarmed because her son played with dolls. Another felt that her daughter had built a fence around herself, making it impossible for the mother to relate to the little girl. Still another person in the group talked of sleepless nights marked by worry over the hordes of cockroaches which had invaded her home.

What prompted this neighborhood coffee was the desire of these parents to improve things at home. They hoped that their participation in the Home Start program in Waterloo, Iowa, would make this possible.

The first Home Start clusters of mothers began to gather in 1968. The results of the program show that family-centered preschool education works. A central premise of the program is that parents are the child's first teachers and that many parents want training to help them meet the challenges of parenthood. In fact, the parent "graduates" of Home Start I are now helping their neighbors understand the complexities of child rearing.

The mother who worried about her son's playing with dolls now reassures a neighbor that overconcern about a child's masculinity is one sure way to obstruct a young boy's reach for manhood. The mother who felt she couldn't crash through the barrier set up by her daughter came to understand that she herself had built the fence so her daughter wouldn't bother her. The mother who couldn't sleep because of the roach problem now snores; the Home Start worker called the mayor's office, which dispatched a sanitation worker to eliminate the roaches.

Home Start I evolved from a Title I, Higher Education Act, series of discussions among representatives of social and educational agencies, private and parochial schools, the University of Northern Iowa, civic groups, and parents. These discussions—built around the theme, "Changing Patterns of Child-Parent-Community Interaction"—led the participants in the broadly representative group to commit themselves to an innovative preschool program.

The objectives of Home Start are as follows:

- To enable parents to become more effective teachers of their preschool children
- To facilitate the preschool development of children so that they are better prepared for successful classroom learning
- To facilitate the integration of the preschool into curriculum expectations and strategies employed by elementary school teachers
- To increase communication and collaboration between the schools and other community agencies
- To increase community understanding of, and support for, preventive education which is aimed at getting help to families before children become excessively frustrated in the classroom or become dropouts or delinquents
- To conduct research designed to raise understanding of the learning processes and the procedures needed to bring about improved forms of early environmental intervention.

To take part in Home Start I, children had to live

A central premise of the Home Start program is that parents are the child's first teachers and that many parents want training to help them meet the challenges of parenthood.

in one of four target elementary school attendance areas which have many economically disadvantaged children. Also, they had to be either four years old and eligible for kindergarten in the fall of 1969 or two years old and eligible to enter kindergarten in the fall of 1971.

The four-year-olds attended school in a regular classroom during the nine-month academic year (1968-69), where they were given educational enrichment. We designated the 40-some children in this part of the program the Horizontal Group. They were replaced the next year (1969-70) by another Horizontal Group of about 40 four-year-olds.

The two-year-olds, on the other hand, did not participate in the regular preschool classroom program for the first two years (1968-70). Instead, they took part in small-group activities, and Home Start volunteers or paid aides visited their homes once a week. In the third year of the program (1970-71), these 80 children, designated as the Vertical Group, took part in the regular preschool classroom which the Horizontal Group had attended during the first two years.

About 60 percent of the children in the Home Start I program were black; about 40 percent, white. The core of the program is the relationship between the child, his parents, and the paraprofessional home worker—a fact which accounts for the name of the project, Home Start.

Beginning in the fall of 1968, workers visited the homes of the Vertical children to work with their parents and encourage a home environment conducive to learning. From the start, the home workers received guidance from Home Start staff, which included a director, social worker, home economist, preschool teacher, and school psychologist.

The home worker and the mother selected educational toys for use in the home—toys which would help develop visual and auditory acuity, tactile activity, attention span, and verbal and motor expression. The Iowa Test of Preschool Development (ITPD), requiring the children to perform selected tasks with games and toys, was given the children at six-month intervals. The results were used in scheduling a series of flexible experiences for meeting the youngsters' emotional and intellectual needs.

The type of program determined the extent of gain. On the Primary Mental Abilities Tests, Home Start children in the Horizontal Group made gains which were modestly higher than those of their older siblings who had not participated in the program. Much larger and more statistically significant gains were observed as we compared the scores of children in the Vertical Group with those of their older, nonparticipating siblings.

Home Start II was launched in the fall of 1971. Like its predecessor, it is a three-year program designed to provide preschool enrichment for vulnerable children between the ages of two and four. Though similar to the earlier project, it differs in significant ways because it builds on what was learned from Home Start I.

At the start, home aides were volunteer workers; now they are paid. (Volunteers are still active in support roles.)

Children are no longer divided into Horizontal and Vertical Groups. All of the 170 children who were enrolled in Home Start II in September 1971 were two years old. They will proceed through the program as the Vertical Group did in Home Start I and will be in a regular classroom when they are four years old.

Children in Home Start II are now divided into Groups A and B solely on the basis of location within the Waterloo Community School District. Group A receives the same regular home visits and full-support service as did the children in the Vertical Group of Home Start I. Services for Group B families are limited to educational consultation by trained preschool teachers who must rely on community agencies when problems of a family or child cannot be resolved through educational intervention alone.

Home Start II provides more intensive in-service training for staff members. Area A staff consists of a full-time director, home economist, and social worker as well as a part-time psychologist, speech therapist, and nurse. Home Start II staff in Area B consists of three full-time preschool teachers who serve as educational consultants for parents.

A child entering the program goes through the following process:

- A staff member visits the parents for purposes of information and orientation.
- After helping parents complete enrollment forms, the social worker assesses the needs of Area A families, explores community resources with them, and recommends referrals to cooperating agencies. In Area B this is done by an educational consultant.
- An aide makes weekly visits in the home. In Area B, the educational consultant is "on call" when parents request information and guidance in providing preschool enrichment.
- A tester administers a specific set of tests in the home—the Wide Range Achievement Test (WRAT) to the mother and, at six-month intervals, the Iowa Test of Preschool Development (ITPD) to the child to assure ongoing individualization of enrichment.
- If necessary, a speech and language consultant evaluates the child's speech and hearing. In Area B, referrals are made to appropriate community agencies.
- In Area A, the child's parents are invited to participate in regularly scheduled discussion groups, cardboard "carpentry" workshops, and sewing and cooking classes.
- A nurse is assigned if it appears that an Area A family needs help with nutrition or other health problems.

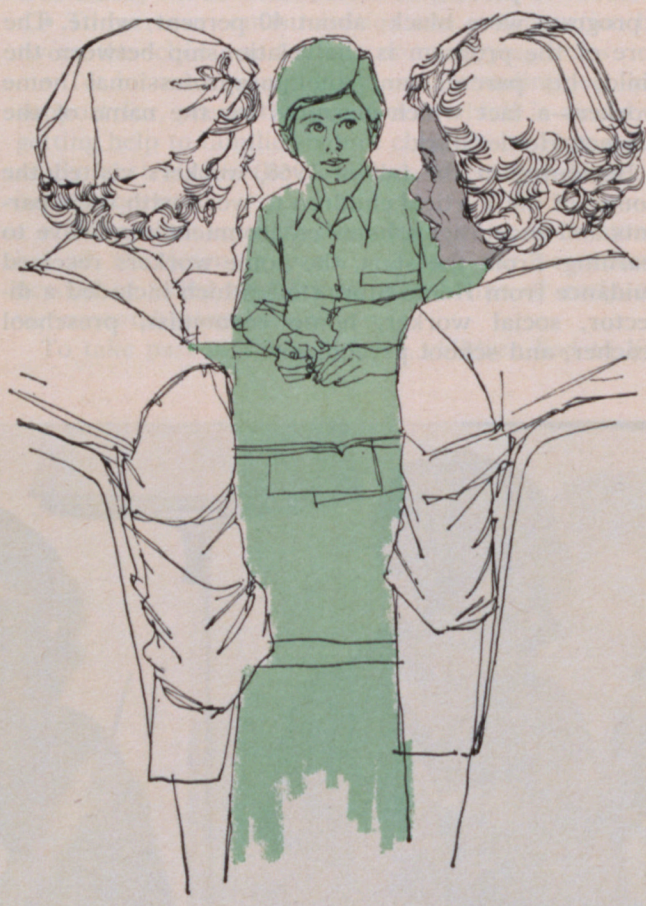
Throughout the time a child is in the Area A program, the home worker consults with the professional staff about problems that a child or his family may be having in the professional's area of expertise. If the staff and family decide that the child or his family need care which is outside the professional domain of the staff, appropriate referrals are made to physicians, psychiatric clinics, welfare agencies, day care centers, and personnel from the University of Northern Iowa.

The Home Start II staff itself maintains an attitude of flexibility. It holds regular weekly program and/or child staff meetings to reevaluate its policies and procedures and to discuss the progress, or lack of progress, of individual children.

Impressed by the evidence that the preschool years are crucial, a progressively wider range of community representatives voluntarily contribute to Home Start. Recent planning sessions have drawn upon the expertise of representatives of the YMCA, YWCA, police department, University of Northern Iowa, the Mental Health Service, the Black Hawk County Welfare Department, civic organizations, and Home Start parents.

The theme of these discussions? None other than that which started the wheels rolling in the first place: "Changing Patterns of Child-Parent-Community Interaction." The patterns are still changing in Waterloo, Iowa, and so are parents, children, and community agencies—including the schools. □

Talking About the Child's Progress



The parent-teacher-child conference allows the pupil to assess and evaluate his own needs.

DAVID H. KAHL, *assistant principal and fifth grade teacher, Madison Elementary School, Fargo, North Dakota.*

Over the past three years, children at the Madison Elementary School in Fargo, North Dakota, have been working in an open classroom environment, a setting which has brought about a number of changes in classroom organization, curriculum, and school philosophy. New emphases on individualized instruction and the building of learning experiences around the child's interests have caused us to take another look at the way we report pupil progress to parents.

During the first few weeks of school, we set aside several evenings for parents to visit classrooms informally and discuss plans for the coming year. This contact lays the groundwork for scheduled conferences later on. Together, teachers and parents give considerable thought to these questions: What are the parents' expectations for their children? How can parents assist in the learning process?

One of the first considerations in preparing for scheduled conferences is the whole matter of record keeping. Since we have eliminated letter grades on report cards, teachers must keep detailed information on each child's learning activities. A large loose-leaf notebook with individual sections for each child is ideal for this task.

The records include the results of individual reading conferences and checklists for learning center activities. An extensive record of the child's mastery of individual skills in basic curriculum areas and self-chosen study projects—along with personal data on each child—is also included. This system, which bases evaluation on individual accomplishments, is vital to open classroom conferences.

In addition, the pupils keep their own records of progress in reading, math, social studies, science, and independent study. These records, though much less detailed than the teacher's, allow each pupil to assess his own accomplishments.

Preparation for the parent-teacher conference in an open classroom involves a number of steps. The best place to start is from the child's standpoint, so the teacher involves the pupil in a preconference, self-evaluation session in which he asks: In what areas have you improved in recent weeks? What are some things you still need to improve? What independent study projects would you like to pursue? What should I tell your parents? Constantly, the teacher works toward more self-evaluation on the part of the pupil.

The teacher points out to the child that he has made specific, identifiable progress—no matter what his current level may be. Thus the child is assured that he will have the acceptance of the teacher and parent.

Another area of the conference (and something which is frequently overlooked) is the sharing of the written goals of the school with the child in the preliminary conference and with parents at the scheduled conference. These goals, initially determined by teachers, principal, and to some degree by the pupils, represent the long-range expectation for each child as contrasted with the normal day-to-day school patterns which so frequently are the chief topics of conversation at conferences.

Both parents and pupils must have a clear understanding of the underlying purposes and direction which go beyond the learning centers and free activity programs that are hallmarks of the open classroom approach. Parents should understand that interesting activities which make learning fun in the open classrooms have underlying short- and long-range goals which are serious educational objectives.

Conferences with parents may be scheduled or un-scheduled when desired by parent or teacher. Sometimes the child is included, in which case, discussion focuses on the child's progress on an individual basis. Instead of comparing the child's record with that of his classmates, the teacher offers examples to show the child's achievements in relation to his ability.

The parent-teacher-child conference allows the pupil to assess and evaluate his own needs. It also gives him a chance to describe his interests—the things he likes to study and the projects he hopes to pursue. A conference of this kind can lead to whole-family involvement on specific school projects.

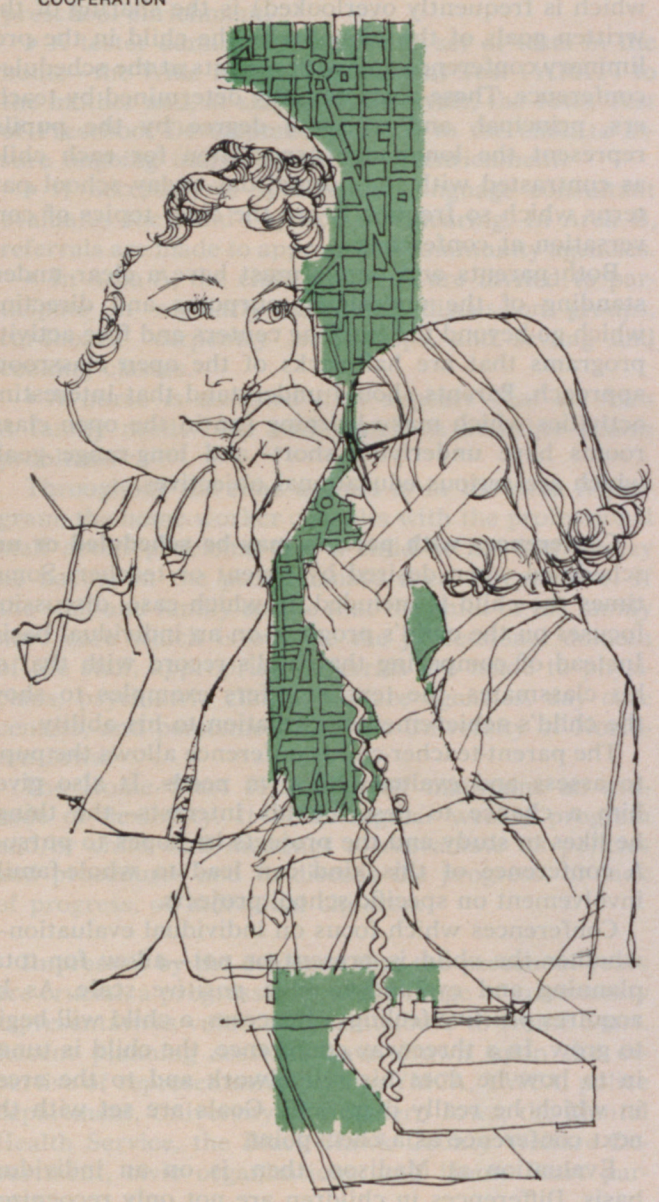
Conferences which focus on individual evaluation—whether the child is present or not—allow for total planning and evaluation on a *positive* scale. As he acquires positive feelings of success, a child will begin to grow. In a three-way conference, the child is tuned in to how he does his schoolwork and to the areas in which he really does well. Goals are set with the next conference as a checkpoint.

Evaluation at Madison, then, is on an individual basis. Differences in children are not only recognized but are allowed in scholastic areas. Parents, teachers, and children have responded well to conferences and evaluation of this type. Parents, too, have demonstrated their support for a school environment which fosters children's individualized learning and evaluation. □

"Johnny's Mother Isn't Interested"

SHIRLEY C. SAMUELS, *assistant professor of education, Manhattanville College, Purchase, New York; former prekindergarten teacher, Greenburgh Central School District Number Seven, Hartsdale, New York.*

HOME-SCHOOL COOPERATION



A phone call may be the only contact the teacher can maintain with working parents, and a phone conversation is certainly better than none at all.

Without the cooperation of the home, teachers are limited in their efforts to help children reach their full potential. One frequently hears this statement: "Johnny's mother isn't interested in how her son is doing in school, so what can you expect? I invited her to come in for a conference, but she didn't show up." All too often the teacher uses an experience like this to explain away a child's failure. And that's where the matter ends.

This unhappy situation is more likely to occur when teachers work with children from cultures which differ from their own. The self-fulfilling prophesy operates with parents as well as with children; the little cooperation parents receive from teachers is just what they expected. Thus the myth is perpetuated that parents in poor economic circumstances aren't interested in their children's education.

Actually, such parents want their children to have better educational opportunities than they themselves had. They recognize the value of adequate schooling, and they resent the failure of schools to educate their children. Often, there's a wide gap between these parents and the schools, each blaming the other for being uninterested. The gap widens. The children are the victims.

Regardless of any unfortunate experiences in the past, the school bears major responsibility for initiating good relationships with parents as well as for involving them in a meaningful way in their children's education. The problem is that the school and the parents have different perceptions of what constitutes a meaningful approach. Schools expect parents to adjust to *their* ways of operating; they find it difficult to change procedures and attitudes so as to involve parents in a more relevant way.

Of course, merely saying that the school must change its ways isn't enough; the teacher must evaluate underlying problems and take steps to remedy them. Before he can interest an apathetic pupil in schoolwork, the teacher must analyze his feelings about that child. He must observe the pupil objectively, trying to put himself into the child's frame of reference.

If necessary, the teacher should request additional information from the principal, school psychologist, or counselor. With this information at hand, a teacher can make a more intelligent decision about how to help the pupil.

As in the case of the child, school personnel must first examine their feelings about the parents and try to understand their problems and cultural backgrounds. Parents readily perceive a teacher's negative attitudes about family life and the parental role in a child's education. These attitudes can be communicated in a subtle way. The parent may not even have

to meet the teacher; disdain can be communicated by a child who reports what his teacher has said about his speech or manner of dress.

Many parents receive notes from teachers telling them to put their children to bed earlier or to find a quiet place for them to study. The parent may be unable to meet these requests if the family is large and its living quarters cramped. In essence, teachers are telling parents who live in conditions beyond their control that they aren't bringing up their children right. As a result, these parents view the school as distant and unsympathetic to their way of life.

One of my student teachers related an experience involving a first grader named Sandra, who came to school in the bitter cold of winter with a threadbare coat, no gloves, and no hat. For Sandra's teacher, the solution was as clear as the problem. She brought to school a coat, gloves, and hat which her own daughter had outgrown. They fit Sandra well, and she wore them home. The next day Sandra quietly handed her teacher a package and said, "My mother says I don't need these. I have my own." The teacher did not recognize that her act of generosity hurt the mother's pride and blatantly reproved her for failing to provide adequate clothing for her child.

Lack of familiarity with the meanings of verbal expressions, language, and cultural patterns can lead to negative teacher evaluation of differing modes of life. Teachers may need to take courses at local universities in order to gain information about the cultural groups in their classrooms. Also, they should listen to the children talking about their cultures, never deprecating their pupils' perceptions.

Awareness of previous parental difficulties with authority is also necessary if schools are to change their interactive procedures. People who have been controlled, harassed, and intimidated by those in power find it difficult to trust any institution representing authority. They are suspicious of the school setting and staff; their experiences as children predispose them to this point of view.

When I was a classroom teacher, I once sent three or four notes to a mother asking her to come to school so we could talk about her son. Other teachers told me not to bother anymore; she had never responded in the past.

Fortunately, I met the mother one afternoon on my way home and was able to coax her into joining me for coffee. She was cool at first, but she began to open up after I told her I was glad we'd met because I wanted to share some of her son's successes with her. She was interested in her child's progress, and at a later conference we talked over some of our mutual concerns about him.

At that time, she told me why she had decided to stay away from her children's teachers. *Her* parents had received plenty of notes about her when she was young. In these notes, teachers reported that she didn't want to learn, although in reality they expected little of her. In high school, she got further and further behind. Her teachers chided her and then sent for her parents and chided them. Little wonder that this woman didn't respond to notes about her son.

Many other parents have had a history of dehumanizing and disillusioning experiences with the school. Their feelings of alienation and powerlessness are reinforced by society, which also blames the home and parents for the difficulties children experience.

When one is overwhelmed with problems and responsibilities, such things as PTA meetings and coffees seem like ridiculous activities in an alien environment. Yet experience shows that when there is a continuing effort to involve parents on an equal basis with the school, and when programs are based on ideas suggested by parents, attendance at meetings and conferences increases.

Many parents, particularly those from poor economic circumstances, view conferences between parents and teachers as times of friction. Protecting oneself from disagreeable situations by evading them is a normal human reaction. Who wants to come into a setting which reinforces feelings that one has been inundated with all one's life? It's easy to understand why some parents would rather stay at home than be uncomfortable with a critical teacher.

During several visits to one classroom, I had observed a quiet child whose presentations were little "show" and almost no "tell." Consequently, I was pleased the day I found Sally excited about a book which someone had read to her class.

The words bubbled out of her, but she had scarcely begun when the teacher interrupted her. "We don't say 'John cousin, he live in New York, too.' We say, 'John's cousin lives in New York, too.' " Sally stopped talking, her enthusiasm crushed. That was the way her mother and father and big brother talked. Was the teacher saying they were wrong? Sally sat down, her silence matched by the teacher's dismay.

Instead of accepting the differences in cultural groups and utilizing them to develop academic skills and self-pride in both children and parents, some teachers attempt to replace the existing language and customs with those they see as being more valuable and important. (See "Black English in the Classroom," page 63). The result is that they further alienate the parents.

When parents come in for conferences or meetings, the teacher may experience difficulty in communicating with them. Parents may remain silent or launch a verbal attack. The hostility revealed by either of these reactions may make it difficult for teachers not to become angry. Yet if the teacher reacts defensively or implies that the parent is responsible for the child's inadequacies, any chances for a successful conference are shattered.

The teacher must listen without showing disapproval. After all, parents have as much information to share as does the teacher. Granted, the teacher may find it difficult to listen and be accepting when he's told something with which he completely disagrees. I remember a conference with a mother who told me

she routinely beat her son with a strap. It was all I could do to suppress my urge to cry out in defense of the child.

However, I kept listening, accepting the parent's anger and frustration with her son. After she realized that I was understanding, she said, "But it doesn't help. He's sorry for a few minutes, but he does the same thing again later on."

This led to a discussion of how one feels after physical punishment. The mother said that she was beaten as a child and that it didn't change her behavior, either. From there, we were able to discuss alternative ways of discipline which the mother decided to try. Had I reprimanded her for beating her son, our communication would have come to an abrupt end.

Conferences should be frequent and have as their purpose the mutual exploration of problems and the cooperative quest for solutions. Every conference should end on a constructive and encouraging note and include a plan for cooperative action. The teacher should follow up by note or phone for further discussion.

One good way to help parents become a part of school life is to provide an open room to which they may come at any time. There should be a coffeepot, magazines, displays of the children's work, and notices for parents in this room. School personnel should be encouraged to go there during their breaks and listen to parents. Perhaps only a few visitors will come at first, but when they leave, they will spread the word of the newly developed openness of the school.

Classrooms should be open to parents at all times. Teachers must support their philosophy in a professional way and be able to clear up misconceptions. If classroom procedures and programs can't be explained in terms of their educational value for children, they should be reexamined. Opportunities should be provided for parents to question and to get answers they can understand.

Somehow we must discover parental skills and talents and utilize them in the classroom. When we were studying about the southern United States, one unemployed father whose child was in my class shared with my pupils his experiences as a boy in Florida. On another occasion, a mother taught the children how to cook a favorite Puerto Rican dish. A Mexican mother who could barely speak English taught Mexican dance steps to a group studying for a play that involved Mexican dances. Contributions such as these enrich classroom learnings and create feelings of pride in children and parents.

Each school can have a newsletter that tells what the children are doing and that welcomes feedback from parents. Teachers can send notes home telling parents about the positive things their children are doing. (Each child does something positive from time to time; the teacher can find evidence of this by looking at life from the child's perspective.)

Telephone calls serve the same purpose as notes. In fact, a phone call may be the only contact the teacher can maintain with working parents, and a phone conference is certainly better than none at all.

Some parents, of course, do not have time to visit school. They may have transportation problems or they may fear going out alone at night. Their resistance may be too deep to remedy. The important thing is that schools become aware of these facts and try to involve parents in working out a solution. Unless schools reach out with acceptance, one reason for the failure of large groups of children will be perpetuated.

Development of trust and acceptance takes time; confidence is built only after much contact and experience. But the school should initiate and continue to try new ways of reaching the parents of *all* its children. □

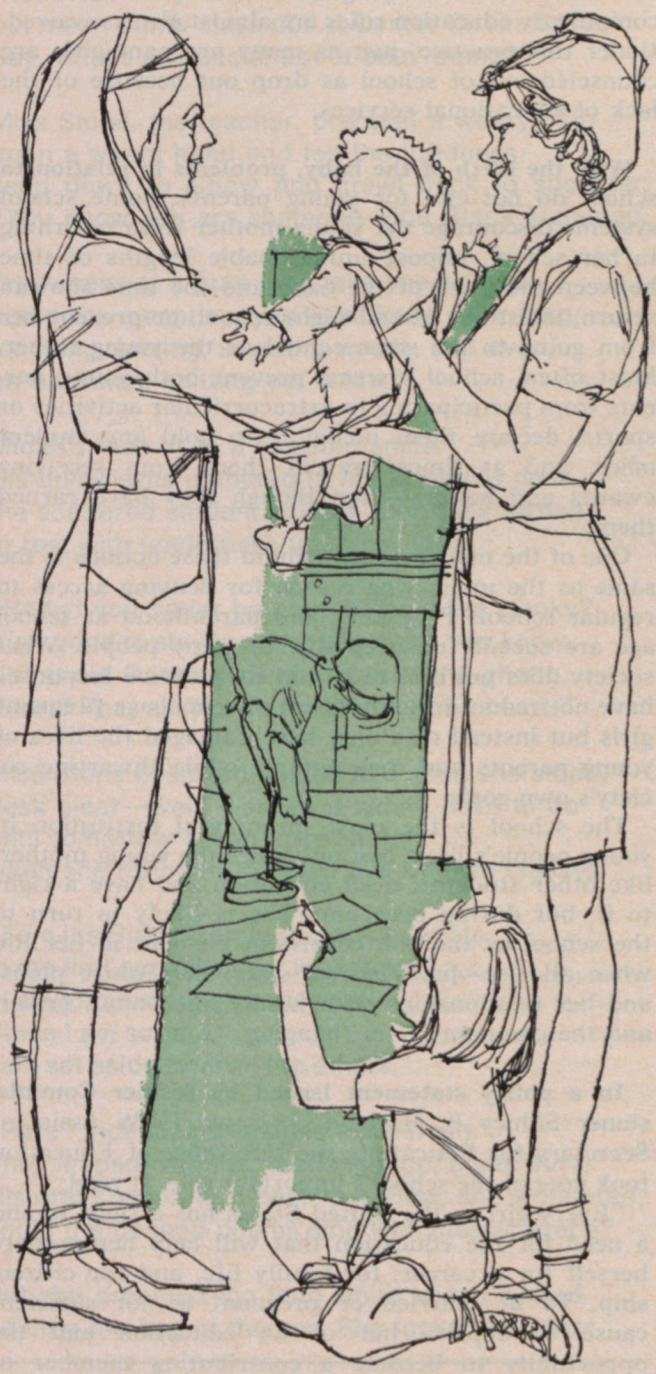
Some Tested Tips

□ **Efforts to bring parents into the schools, to involve** parents in teaching their children, and to give parents an opportunity to question or register complaints are under way in many parts of the country. Here are just a few examples of efforts to build parent-school-community power:

- The Bacon Elementary School in Amsterdam, New York, has found a way to communicate with fathers. Early-morning breakfast meetings attract fathers who do not ordinarily attend formal gatherings at school, such as PTA meetings.
- South Umpqua School District, Myrtle Creek, Oregon, a mountainous area with no formal preschools, has recruited mothers to turn "kitchens into classrooms." Carrying with them a wide variety of reading and math skills games, songs, and puppet-making and science materials, the housewife-teachers spend 45 minutes every two weeks with parents and their preschool children in the homes. All instruction is designed to convince the child that learning can be fun and to show mothers how to teach their children while doing their housework. For example, one game calls for the preschooler to help sort the wash by color and to count the number of socks, shirts, towels, and other items. In doing so, the youngster learns to count and to distinguish various colors.
- Have a complaint? An Action Center in New York City, staffed by parent volunteers, takes complaints from parents and other persons in the community Monday through Friday from 10 a.m. till noon. The director of the Center explains that most of the complaints have to do with student credits, zoning, school procedures, special education—and diploma problems, at the end of the school year.
- Some schools offer senior citizens free passes to all school events. After attending the programs, some of the older persons become actively involved in school affairs, and a large majority support plans to improve school facilities in their communities, including passage of bond issues. □

Teen-Age Parents

HOME-SCHOOL COOPERATION



A number of school systems have established infant day-care facilities.

MARION HOWARD, *consultant, Consortium on Early Childbearing and Child Rearing, Washington, DC. Ms. Howard formerly directed the Consortium while holding the appointment of senior scientist in the Social Research Group, Department of Sociology, George Washington University.*

One out of every 10 girls in the United States becomes a mother while still of school age, that is, before the age of 18. School systems are often so preoccupied with their attitudes toward the pregnancies that they overlook an important fact—that the children of these young mothers will enter school within five short years.

The actions of school systems with respect to pregnant schoolgirls are neglectful at best and often hostile and punitive. Such actions fail to consider that the way schools treat such girls during and following their pregnancies may influence what kinds of citizens and parents the girls will become and may have a profound effect on how they will relate to the school system as their children grow up in it.

More than 210,000 school-age girls in the United States give birth each year. The number is increasing by about 3,000 annually, largely because of an increase in population rather than a rise in the rate of pregnancies. Studies indicate that few of the girls actually wanted to become pregnant. Most have an ongoing meaningful relationship with one boy and have just begun to have sexual relations. By the time the child is born, about 60 percent of the girls are married.

The young mothers come from all types of backgrounds; studies indicate they cannot be differentiated by psychological testing or other means from students who are not pregnant. Most of the girls stay in their own homes during pregnancy—indeed, less than 5 percent go to maternity homes for care. Sixty percent of school-age mothers are white.

Although we do not know as much about the young fathers as we do about the young mothers, more attention has been paid to them recently. A good proportion marry the girls, but whether they marry or not, the majority of the young men and their families carry some financial responsibility for the girl or her child. For most young fathers, the pregnancy is an experience full of emotional confusion and anxiety. Sudden adult responsibilities may force them to leave school prematurely, thus damaging their life potential as well as that of the individuals who are, or will be, dependent on them.

National data indicate that young mothers are high risks educationally, medically, and socially. Pregnancy is the major known cause of school dropouts (pushouts) among girls in the United States. Incomplete education is associated with underemployment, unemployment, and increased welfare dependency. Without appropriate medical care, young mothers are more likely than older women to have premature babies with low birth weights—a condition

often associated with handicapping conditions, such as mental retardation. Without appropriate sex education and family planning services, young mothers may engage in rapid repeated childbearing with poor health consequences for both mother and child.

Large numbers of forced early marriages end in divorce and contribute to welfare dependency. (Divorce rates are three to four times as high for those married in their teens as in any other age group.) Young mothers are also known to have high rates of attempted suicide.

By and large, most states do not have specific laws relating to or governing the education of school-age pregnant girls. Instead, they delegate broad powers to local school systems, which, in turn, decide how pregnant girls will be treated. Local school systems may leave it to individual principals who take into account the student's demonstrated academic ability, her social status, and her "desirability" as a student. This means variations from state to state, community to community, school to school, and girl to girl with regard to whether or not a girl will receive education and *what kind* of education she will receive.

However, there is a growing trend for states to deal with the situation through their legislatures. Florida and Michigan, for example, have recently passed liberal education laws on the subject. Some states have dealt with improvement of educational services to this group through education bylaws (Maryland) and state administration codes (California). Rulings by attorneys general are another way states have improved educational policies and practices (Pennsylvania).

On the other hand, some schools continue to bar the pregnant schoolgirl as a regular student on the grounds that allowing her to remain would be detrimental to the welfare of the other students. Most often this policy is put into effect when the school views the issue as a moral one.

More commonly, however, the pregnant student is removed from the rolls as a regular student on the grounds that her pregnancy makes her a special student. Sometimes her special status is defined as "adult," meaning that pregnancy has made her too mature to attend school with her peers. Sometimes her pregnancy is viewed as evidence of behavior problems, and she is classed as socially maladjusted.

At other times, her status is defined as one that puts her in another classification—mentally or physically handicapped. The mental grounds rest on the assumption that a pregnant student is or will be emotionally disturbed to the degree that she cannot remain with her peers; the physical grounds are based on the assumption that her pregnancy will be physically incapacitating in ways that will cause her harm if she attends school.

The reclassification of a student, however, does not necessarily assure her of an alternative educational situation and in almost all cases, it does not provide her with equivalent education elsewhere. For example, some students who are excluded for "maturity" may be too young for adult classes.

Students who are declared physically or emotionally handicapped often find there are not enough teachers, facilities, or programs to take care of them. For example, a school system may offer homebound teaching for physically handicapped students. Since this program is generally very costly, only token numbers of pregnant girls can be included. Moreover, homebound education is not equal to regular education, nor is it inclusive or flexible enough to meet special needs.

In general, regardless of whether the pregnant student is viewed as a regular student or a student reclassified because of pregnancy as a special student, compulsory education rules are almost always waived. Under this practice, just as many pregnant girls are counseled out of school as drop out because of the lack of educational services.

With the birth of the baby, problems in relation to school do not end for young parents. Some school systems discourage the young mother from returning to her school, impose unreasonable lengths of time between the birth of the baby and the time she can return, insist she attend night school, or prevent her from going to the same school as the young father. Most often, school systems prevent both young parents from participating in extracurricular activities or sports, declare them ineligible to hold any student office, and at times prevent them from receiving awards and honors—even though they have earned them.

One of the main reasons behind these actions is the same as the underlying reason for denying access to regular school: Pregnancy and parenthood at school age are socially unacceptable to many people. What society does not realize is that its punitive responses have not reduced the numbers of school-age pregnant girls but instead may only have damaged the lives of young parents and their infants while thwarting society's own goals.

The school is the most meaningful institution in young people's lives. Not only does the young mother, like other students, need education and have a right to it, but during pregnancy she is likely to turn to the school as the one consistent element in her life when all else—her physical state; her future plans; and her relationships with family, the baby's father, and the community—is changing.

In a policy statement issued by former Commissioner Sidney P. Marland, Jr., now HEW Assistant Secretary for Education, the U.S. Office of Education took note of the school's important role. It read:

"Every girl in the United States has a right to and a need for the education that will help her prepare herself for a career, for family life, and for citizenship. To be married or pregnant is not sufficient cause to deprive her of an education and the opportunity to become a contributing member of society.

(*Continued on page* 73)

Miss Honky, the Black Flamingo, and the Blue Guitar

B. JO KINNICK, *ESEA demonstration teacher, creative writing, Lowell Junior High School and 15 Title I elementary schools, Oakland, California.*

"And that is how it was, Miss Honky, Ma'am.
First through third grade them test scores made me special,
put me in dumb class out at Center Street School.
Say, what's so special about bein' dumb?"

Miss Stone, the teacher, propped a weary chin
upon a weary hand and felt the tiredness
seep down to elbow and crawl back to shoulder.
"You know you are someone—the Black Flamingo.

"How special a poet may take years to tell,
but in the meantime you must keep on writing,
touching, tasting, savoring words, and even,
on occasion, spitting out a few."

Micah's face lit to a dazzling smile.
His quick eyes gathered in his teacher's desk,
the scattered student writing, then they turned
to rest with tenderness upon her face.

"Hadn't you better be goin' home, Miss Honky?
Ain't good to stay too long at school, you know.
Not at old Douglass High, heart of the ghetto.
Heart? That ain't cool. No ghetto got a heart."

Miss Stone bestirred herself and soon she stood,
desk clear—well, clearer, it would have to do
until tomorrow seven-forty sharp
when she returned to teach five English classes.

"I am the Black Flamingo," Micah wrote
in the first poem he ever let her see.
"I stand out among all the rest.
Since I am so rare
I am set aside from all the others."

"Rare" indeed. His images were fresh.
They leaped with life, the language, agile, pure.
His oral speech was peer talk. How, she wondered,
could the penned poems sing with classic grace?

But she dreamed too long while Micah waited,
holding the bag of themes. She locked her door.

This fictional poem won third prize in the 1972 Today's Education Teachers' Writing Competition. Prize funds were supplied by the Reader's Digest Foundation.

They walked together down the caverned hall.
Not dinner time. How could it be so dark?

"What poet tonight? Now let me see," said Micah.
"Last night Leroi Jones and Ginsberg's 'Howl.'
Tonight? It's Wallace Stevens' turn. I dig his poem,
'The Man with the Blue Guitar.' "

"An excellent choice. I like the metaphor."
"Yeah. So do I. It means he's doin' his thing."
The heavy school door swung its heaviest.
Lock tumblers rolled and said a steel "Goodnight."

The parking lot lay dark with darker shadows.
Miss Stone, blinking, finally found her car.
That crouching mass must be the garbage scow,
daily affront, the gnome of ugliness.

"Has to be there," knowing ones would say,
"to store the cafeteria waste, you see,
until the weekly pickup."
Micah slowed,
leaned closer, spoke each word with urgency:

"We got company—two, maybe more—
beside the garbage wagon. You, Miss Honky,
keep on walkin' to your car. I'll split
and lead them bloods clean off, away from here."

The deploy worked. Forms melted from the dark.
"Honky lover!" they screamed and gave him chase.
"We gonna beat your brains out, Massa Tom.
We gonna send you both to white folks' heaven."

She pressed the door lock down, started the motor,
wheeled into Maple Street, and kept on driving.
Her dry tongue filled her mouth, she couldn't swallow.
Chest felt drum-tight, but she must not die now.

"Used to be a filling station here,"
she spoke aloud to hear a friendly voice.
"The telephone booth still stands, and I hope
the telephone works, is not wrenched out, not smashed."

Here and intact. Her fingers found the dial.
She knew the number. Every teacher knew that,
but she remembered other things now too.
Last week, for instance, when her principal said,

"I urge my faculty, both men and women,
to leave school, if you can, by half-past four.
You must stay later? Ring the custodian's room;
ask him to walk with you out to your car.

"Avoid confronting angry youths who think
they might feel better if they beat you up.
They won't, you know, and certainly you won't.
Violence is no answer. Let's avoid it."

Her dialing was clumsy. Nothing happened.
Of course, the dime. She found it, pressed it in.
It went clink. She tried the dial again.
"Listen, please," she had the police at last.

"I'm Miss Mary Stone, a high school teacher
in a booth four blocks from Douglass High, on
Maple. That's it. One of my students got jumped
in the school parking lot. Three men, I think.

"He may be dead. Oh, hurry please." She stared
and froze. A man was trying to get in.
She let out a scream, dropped the receiver,
put all her weight against the yielding door.

The face grinned drunkenly, features grotesque,
distorted by their pressure on the glass.
"R'lax, old Broad, who wants you anyway?
I likes my women younger," he lurched off.

She watched him go until the darkness took him,
then hung up the receiver, groped for glasses.
No sign of Micah. Or of police. No sign.
Maybe it would be safer in the car.

Doors locked, of course, she could sit low and listen.
She pulled her coat around her, almost dozed.

Was that a siren? Yes, a siren, and close.
The police pulled to the curb, "Miss Stone?" one
called,
"Good news for you. Your young man's found—
alive.
The lieutenant here be glad to drive you home."
"My student?" "Unconscious—gone by ambulance.
Haven Emergency."
"Please take me there."

"Hospital Emergency—Keep Entrance Clear.
Authorized Personnel Only Allowed."

The years! One's mind blots out the memories—
blood, sobbing children, faces of despair.

"You his mother maybe? No, of course not,"
smiled the nurse. "Wrong complexion, I see.
Do you know his parents? Could you call?
Get someone down here for a signature?

"His head is bad. He may need surgery."
"I know. I'll call." Miss Stone rang Micah's mother
and then she cried.

She couldn't stop herself,
"Beaten and bleeding—trying to protect me."
She swallowed a sob. Ashamed, she dabbed her
eyes.
"Don't cry, Miss Stone," Micah's mother was saying.

"I jus' know he goin' to be all right.
This is my strong one. Tallest, skinniest,
but jus' the same the strongest from the first.
Look! He openin' his eyes. How you feelin', son?"

"Hi, Mama. Hi, Miss Honky." They read the words
forming on the lips. His eyes spoke pain.
"Don't try to talk," Miss Stone pleaded, but he tried,
"Can't read 'The Blue Guitar,' but goes like this—
'I do not play things as they are
Because I play the blue guitar . . .' "

A nurse entered brusquely, turned the gurney,
"Wait outside, ladies, please, the doctor plans
to treat him now. What's this about guitars?
Did someone try to steal his blue guitar?"

"You might say so," Miss Stone said cautiously.
"Well," the nurse, compassionate, still was curious,
"did his attackers steal the guitar or didn't they?"
"They tried—they didn't succeed," Miss Stone
replied.

Micah's eyes were closed but still saw much.
His ears heard everything and understood.
Miss Stone knew for sure. His lips were smiling
as the nurse wheeled him off to destiny.

"When you get better," the nurse addressed the
gurney
and Micah in it, "better than you are,
tell me something, please. I'd like to know—
what's so special about a blue guitar?" □

Try To Remember. . .

. . . the simple joys of childhood.

IRENE HUNT, *retired teacher. Miss Hunt is the author of* Up a Road Slowly, *winner of the 1967 Newbery Medal.*

□ **A lovely song of a few seasons ago begins "Try to** remember that kind of September when life was slow and oh, so mellow. . . ."

Most of us can remember a September that came many years before the romantic month with which the song is concerned, a September when we were five or six and the world was still new and wonderful.

It is important that we, as teachers and parents, remember ourselves as we were in that long ago September. If we have forgotten, if we have lost touch with childhood, we are not prepared to understand children, to communicate with them, to help in perpetuating their delights and in alleviating the anxieties that beset so many of them.

We must remember that childhood is not entirely a time of rosy innocence in which the world is beautiful, secure, and peaceful. We wish it were so, but we know that many children are faced with bewilderment in a world where the behavior of adults is often unpredictable, that they encounter situations where harshness, humiliation, and guilt inflict early scars that may never be completely healed. We know, too, however, that childhood, in spite of the anxieties inherent in the process of growing up, is a time of potential delight. It is our responsibility to foster the delights which may well constitute the basis for the enrichment of the years to come.

We must remember childhood. We must remember the heady delight of running against the wind, the feeling of security in hearing our mother singing to herself as she prepared supper, the ecstacy we felt at a word of praise, the pleasure we knew from a kind smile, the fear from a harsh mouth.

The wonder of early childhood is, of course, tempered with experience. But the delight, if nourished, can expand with the years. When the joy and eagerness of a young child dulls, turns to boredom or cynicism, the tragedy for that child as an individual is far greater than many adults can perceive.

Early delights are so many, so various, and so personal a matter for each child. The piece of broken

glass that is the same blue as the sky or a kitten's eyes. A story heard for the first time, a story so filled with beauty or fun or adventure that the child feels it was surely written just for him. The conversation with an adult who is willing to listen to what a child has to say, fostering the child's realization that he is loved and respected. The joy of having created something—a picture, a story, a bird feeder.

Perhaps sharing happiness with an adult is one of the keenest joys of childhood. I can remember walking along a country road, eagerly telling the story of *Goldilocks and the Three Bears* to my father, who listened quietly and remained silent after I had ended the story. I accepted his silence, thinking he was probably concerned with adult problems far removed from the world of children. But that was not so. In a few minutes, my father paid me the great compliment of asking me a question about my story, "And so, did the little girl ever go back and apologize for all the mischief she had done?" When I had answered, he told me a sequel to the story. But my real delight was in knowing that a beloved adult had listened, had been interested in what I had to say.

Unhappily, tragic contrasts to this incident occur in the lives of too many children. A teacher encouraged a forlorn-looking child who had experienced great difficulty in learning to read to take a book home and show his mother how much he had improved. When he left school with his book, the child's face glowed with pride. But the report next morning was less than joyful. "I read the story to my mother for a little while," he told his teacher, "but she made me stop because she said she wanted to watch television."

Not all adults are so blatantly unfeeling of a child's plea for respect, but faced with the stress and turmoil of modern living, many dismiss a child with subtleties to which he is sensitive. When a child tells a story awkwardly, a parent or teacher may give a look of pained resignation, change the subject, or command the child to hurry on, to be brief. These are sure ways to destroy what could have been a pleasant memory for the child to keep through his lifetime.

Listening to and later reading stories and books of excellence and quality constitutes one of the most lasting delights of life. The young child who has listened to the gay, audacious, and fun-provoking folktales often has an urgent desire to learn to read. But if the parent or teacher gives the child reading material that is bland, wholly alien to his culture, monotonous, and repetitive, the child's interest in reading will die. "I thought reading would be fun," a child told his teacher a few years ago, "but it's just run, run, run, jump, jump, jump, see, see, see!"

Fortunately a great many publishers are beginning to offer early books of quality and beauty. They are to be congratulated! In so doing, they are adding much to the child's joy of reading at a time when that joy may so easily flourish or wane.

The creative instinct in young children is strong. Writing a story or poem, modeling a figure, designing the class bulletin board, delivering a talk to the class—these are some activities that bring satisfaction to many children. These learning experiences can also provide the child with an understanding of himself and of the world about him. If only the supervising adult is able to curb the perfectionist's desire to slash the child's work with penciled corrections or with oral criticism, the young worker can avoid a chilling discouragement. How wise is the teacher who can appreciate content of work and motive of worker without carping at mechanical details. When the child has developed an enthusiasm and pleasure in his work, he can be led to improve mechanical points, such as punctuation and spelling. (The editors of any publishing house would, I am sure, happily correct the work of a budding Mark Twain or Robert Louis Stevenson—even if it bristled with mechanical inaccuracies.)

In a commercial environment where values are commonly reckoned in terms of money, the young child is often deprived of the joy of finding value in the wonders that money cannot buy. A wise young teacher recently said to her kindergartners, "I have enjoyed seeing your toys. But now I'd like you to tell me about pleasures that are never bought with money." Under her guidance, the children began to listen—to birdcalls, wind in the trees, the beat of waves against the shore. They began to look about them—to clouds, woods, blue lakes, and fruit ripening in the sun. They enjoyed the smell of earth after a rain, the warm pleasure of holding a puppy or a baby sister, the good feeling of seeing new children move into the house next door. A few children began to look beyond the expensive baubles that are so great a part of their environment. They were learning to be young writers, young painters, young philosophers.

In a world where the pressures of living absorb the lives of many adults, wise parents and teachers help their children find books of beauty and substance, communicate with them, and respect the opinions and the individuality of the very young. Hopefully, these adults are helping to perpetuate some of the delights that many of us recall when we "remember that kind of September." □

Income Tax Guide for Teachers

□ **As you approach the task of filling in your 1972** federal income tax return, take some comfort in knowing that changes in the law in recent years have lessened the burden on individual taxpayers. Some of these changes became effective in the 1972 tax year. Take the time to become familiar with them as well as with other tax rules which may benefit you as a teacher. Our purpose is to alert you to them, if only in a general way. Since it is not possible here to detail the many qualifications, limitations, and exceptions that exist, consult appropriate code sections and rulings if items mentioned concern you.

Examine the choices open for the method of tax filing that is most advantageous to your personal situation. Figure out if it pays you to itemize deductions or to take the standard deduction. If you are married and both you and your spouse are working, test to see if you will save tax dollars by filing a separate or a joint return. Also check to see if you qualify as head of household, a status to which a lower tax rate applies.

If you had an unusually large income in 1972 compared with the preceding four years, there may be a tax break for you in the income-tax averaging provisions (IRC 1954, secs. 1301-1302). If you suffered damage to or loss of personal property arising from a fire, hurricane, tornado, flood, storm, or other casualty or accident, or from theft, a tax deduction is allowable for the damages or loss in excess of $100 for each single casualty or theft (IRC 1954, sec. 165 [c] [3]). Persons who suffered a disaster loss in 1972 in places declared disaster areas by the President may elect to take the loss on their 1971 tax returns by filing an amended return for 1971 or a refund claim. This must be done on or before April 16, 1973, the due date of the 1972 tax return.

Short Form 1040A is back in 1972 for use by taxpayers whose income is from wages and salaries and not more than $200 each from interest and dividends, and who elect the standard deduction. Long Form 1040 is basically the same as before but the accompanying revised set of instructions should make it easier to fill out this form.

You will note that personal and dependency exemptions have been increased to $750 each for the 1972 tax year. The standard deduction is also worth more. It is the higher of the $1,300 flat low income allowance or 15 percent of adjusted gross income with a ceiling of $2,000 (respectively $650 and $1,000 each for married persons filing separately). Be sure to read the instructions for limitations on the use of the low income allowance.

Child and dependent care. New rules applicable to 1972 boost the dollar amount of the deduction for child and dependent care to a maximum of $4,800 (formerly $900), extend the benefit to more taxpayers, and for the first time include general household services in the deduction (IRC 1954, sec. 214). Here are the basics of the new law:

- To qualify for the deduction, the taxpayer must provide over one-half the cost of maintaining a household for a dependent child under age 15, a disabled dependent of any age, or a disabled spouse. The expenses for child and dependent care can be claimed if they were necessary in order to enable the taxpayer to be gainfully employed. Includable are expenses for household services and for child care outside the home for dependents under age 15—at a day care center or in another person's home, for example. However, educational expenses for a child in the first grade or higher are not deductible.
- The maximum deduction is $400 per month. Expenses outside the home count only for the child care and only to the extent of $200 per month for one child, $300 for two children, and $400 for three or more children. Expenses in excess of $400 in any one month cannot be carried over to other months. Taxpayers with adjusted gross incomes of $18,000 or less are allowed to deduct up to the $400 monthly limit. The deduction must be reduced $1 for every $2 of adjusted gross income over $18,000.

• A deduction for a disabled dependent age 15 and over must be reduced by the amount by which his adjusted gross income plus his nontaxable disability payments exceed $750 for the year. The deduction for a disabled spouse must be reduced by all nontaxable disability payments. No deduction is allowed for payments for child or dependent care services made to any person who could be or is, in fact, a dependent of the taxpayer.

To obtain a deduction for child or dependent care expenses, the taxpayer must itemize deductions on his tax return. A married couple may take the deduction only if a joint return is filed and only for those months in which both are gainfully employed on a substantially full-time basis. A married taxpayer living apart from his or her spouse and filing a separate return is treated as unmarried for the purpose of this rule. If you take the deduction, use Form 2441 for substantiation and attach it to the income tax return.

Political contributions. Beginning with the 1972 tax year, you may take either a tax deduction or a tax credit, whichever you choose, for qualified political contributions. Which method gives the better tax break depends on the combination of your donation and your tax bracket. However, only the tax credit is available if you do not itemize deductions.

The maximum allowable *deduction* in any one year is $100 on a joint return, whether one or both spouses make the contributions, and $50 on other returns; the *tax credit* is limited to one-half of the total contributions with a ceiling of $25 on a joint return and $12.50 on other returns. Only cash contributions qualify, but under IRS guidelines and proposed regulations, cash payments include the cost of a ticket to a political dinner if the dinner is devoted primarily to fund raising and political speeches.

To be eligible for the credit or deduction, the political contributions must be made to a national, state, or local committee of a national political party, to an announced candidate for nomination or election to public office, or to a campaign committee sponsoring such a candidate. To claim a 1972 contribution to a candidate or to a campaign committee, the candidacy must have been announced by the end of 1972 and the contribution must have been made for use in connection with the candidacy. Also, the candidate and the campaign committee must have filed the required forms with IRS.

You will need to produce a written receipt to substantiate the deduction or credit. A canceled check will ordinarily be satisfactory proof but a special authorized receipt should be obtained from the candidate or committee to whom your contribution was made in the event you are required to present additional proof to IRS (IRC Code 1954, secs. 41, 218; TIR-1145).

Educational expenses. If while working as a teacher in 1972, you took courses during the summer or during the regular school session, or attended workshops or educational conferences, or if in 1972 you were engaged in full-time studies during a temporary leave from teaching (whether or not on leave status), your expenditures for education may be tax deductible as a business expense (IRC 1954, sec. 162; Reg. sec. 1.162-5 as amended May 2, 1967, by T.D. 6918; Rev. Rul. 1968-2 CB 73; Form 2106).

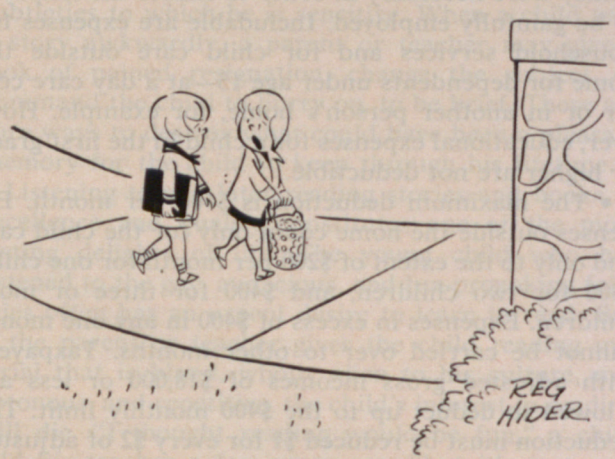
Expenses for education are deductible under these two rules: (a) the education meets the express requirements imposed by your employer or by applicable law or regulations as a condition for retention of salary, status, or employment; or (b) the education maintains or improves skills required of you in your present employment. If either of these two rules is satisfied and if the education does not fall within the limitations mentioned next, then the tax deduction may be claimed even if the studies lead to a degree, or result in a salary increase or career advancement.

Limitations. Expenses for education may not be deducted if incurred to meet minimum education required of a taxpayer for qualification in his present employment, or if the education would qualify the taxpayer for a new trade or business. For income tax purposes, the minimum educational requirement for qualification as a teacher is the minimum level of education in terms of aggregate graduate hours or degree that is normally required of an individual in the same position.

For example, a state may require beginning teachers to have a bachelor's degree, including 30 semester hours of professional education courses; in addition, to retain his position, the teacher must complete a fifth year of study within 10 years after being employed. Under these circumstances, the bachelor's degree is considered the minimum educational requirement.

Accordingly, a teacher with a bachelor's degree may deduct the education expenses incurred to satisfy the required semester hours of professional education courses. The expenses for the fifth year of study are also deductible unless the education qualifies the teacher for a new trade or business.

Present regulations expressly state that teaching and related duties are considered as involving the



"Sand is easy to 'show' but tough to 'tell'."

same general type of work. Thus, changing from an elementary teacher to a secondary teacher or to a teacher of a different subject, or changing from a teacher to a guidance counselor or to a principal is *not* a change to a new trade or business.

Also, an employed teacher who has met minimum education requirements for a permanent certificate in one state may deduct the costs for prescribed education courses necessary to qualify as a teacher in another state (Rev. Rul. 71-58, 1971-1 CB 55).

Travel as education. Teachers' expenditures for travel as a form of education (including travel while on sabbatical leave) are deductible to the extent that the expenditures are attributable to the period of travel that is "directly related" to the teacher's school duties. Travel is considered "directly related" only if the major portion of the activities during the travel period directly maintains and improves skills required of the teacher in his employment. Whether these tests have been met depends on the facts of each individual case. The school employer's approval or acceptance of the travel program in fulfillment of requirements is not determinative that the required relationship exists.

The traveling teacher and IRS do not always see eye to eye on entitlement to the tax deduction for educational travel. Of interest in this regard is a recent decision of the Tax Court which reversed the IRS and ruled that a world history teacher who traveled through France, visiting historical sites and taking and collecting slides and other materials for use in her classes, was entitled to deduct her expenses. The court held that the travel was of such a nature as to directly maintain and improve her skills as a history teacher.

However, her Latin teacher husband was not entitled to deduct his travel expenses for the same trip because he failed to satisfy the court that the activities during the travel period improved his skills in instruction of the Latin language (*S. and E. Marlin*, 54 T.C. 560 [1970]; acquiescence by the Commissioner of Internal Revenue, 9/21/70, IRC 1970-38, 5).

In another recent case, the Tax Court ruled that the educational travel expenses of a first grade teacher during a sabbatical leave were tax deductible. The teacher taught social studies in addition to the traditional subjects of reading, writing, and arithmetic. The court found a direct relationship between the teacher's travel activities, among them, visits to schools and families in the various countries on her itinerary, and her job of teaching social science, which included such topics as geography, history, and study of customs and culture (*Krist*, T.C. Memo 1972-100).

Travel as a form of education differs from travel to attend a university or college to take courses. There is no requirement that you must go to the school nearest your home. Expenses for travel abroad to attend school are deductible if the education otherwise qualifies (*Ford*, 56 T.C. No. 102 [1971]; *Weiman*, T.C. Memo 1971-92).

How to deduct education expenses. Tuition, books, supplies, laboratory fees, and similar items are deductible on Schedule A, Form 1040, but *only* if you itemize deductions. You may not deduct these items if you take the standard deduction or use a tax table. Travel expenses to obtain education, including transportation (but not commuting expenses), tolls, parking fees, and meals and lodging while away from home overnight are deductible, whether you itemize deductions, take the standard deduction, or use a tax table. Deduct these items on line 48 Part II, page 2, of Form 1040.

Other employment connected items may be deducted as a business expense in Part II, page 2, Form 1040, *even if you do not itemize deductions.* These are:

1. Travel expenses to professional meetings and conventions.

2. Automobile expenses incurred for school business (but not commuting between home and school). You may either allocate the operating and fixed cost—gasoline, oil, repairs, depreciation, etc.—attributable to the business use of the car and claim these as a deduction, or you may use the standard mileage rate of 12¢ per mile for the first 15,000 miles of business use and 9¢ per mile thereafter, plus tolls and parking fees.

3. If you moved to another residence because you went to work at a new location for the same employer or a new employer, you may deduct the cost of your move if two conditions are met: (a) the change in job locations must have added a distance of at least 50 miles to your new place of work from your *old* residence; (b) you must work full time for at least 39 weeks during the first 12 months after your arrival in the new area. If you do not meet the 39-week test by the due date of your 1972 tax return but expect to later, you may deduct the moving expenses on the 1972 return.

Deductible expenses are the reasonable cost of moving your household goods and personal effects, and travel costs (including meals and lodging) for yourself and your family. Also deductible are expenses for the following three items, limited to a total of $2,500 with no more than $1,000 combined for the first two:

- Cost of house-hunting trip after obtaining employment at the new location
- Temporary living expenses up to 30 days at the new location
- Certain costs of buying and selling a home.

Attach Form 3903 (IRC 1954; sec. 217; Reg. sec. 1.217-1).

Some other items may be deducted as business expenses of an employee, but *only* if deductions are itemized. These are:

1. Membership dues to professional organizations, including NEA and its state and local affiliates; cost of professional magazine subscriptions; necessary books and equipment purchased for use in your employment. However, if the useful life of these materials is more than one year, you may deduct only the

annual depreciation (Rev. Rul. 54-565, 1954-2 CB 95).

2. Out-of-pocket expenses for items such as slides purchased for classroom use and for extra school supplies and materials you furnished to students if you have not been reimbursed for them (*Feinstein*, T.C. Memo 1970-288; *Patterson v. Commissioner*, 436 F.2d 359 [9th Cir. 1971]; *Denison*, T.C. Memo 1971-249).

3. Service charges or agency shop fees equal to dues required to be paid to an employee organization or union by nonmembers as a condition of employment (Rev. Rul. 68-82, 1968-1 CB 68).

4. Fees paid to an employment agency for having secured employment (Rev. Rul. 71-308, 1971-2 CB 167; Rev. Rul. 60-223, 1961-1 CB 57).

5. Amounts paid to substitutes by teachers when absent from school (I.T. 2973, XV-1 CB 89).

6. Special clothing or uniforms required in your work but not generally suitable or wearable off the job. Examples are athletic gear, safety eyeglass equipment in science laboratories and industrial arts classes, and work clothes for special classes like arts.

7. Office in home: Under IRS rules an employee who, as a condition of employment, *is required* to provide his own space and facilities to perform some of his duties and who regularly uses a portion of his residence for that purpose may deduct a pro-rata portion of the maintenance and depreciation on the residence (Rev. Rul. 62-180, 1962-2 CB 52). While IRS continues to adhere to these rules and to challenge the deduction unless the employer requirement is shown, the Tax Court in numerous decisions has applied a more liberal rule.

The Court has allowed the employee the deduction, even if the office in the home is *not* required by the employer, as long as the use of the office in the home (an apartment or a house) is "appropriate and helpful" to the conduct of the employee's duties (*Bischoff*, T.C. Memo 1966-102; *Peiss*, 40 T.C. 78, acquiescence by the Commissioner of Internal Revenue, 1968-2 CB 2; *Newi*, T.C. Memo 1969-131, affirmed by U.S. Court of Appeals, 432 F. 2d 998 [2nd Cir. 1971]; *Denison*, T.C. Memo 1971-249).

The following are some excludable items that need not be reported as income on the tax return:

1. Premiums for a tax-sheltered annuity purchased on behalf of a teacher by his school board are excludable in the current tax year up to amounts within the exclusion allowance limits. The annuity becomes taxable when received (IRC 1964, sec. 403[b]; see IRS Publication 571).

2. Scholarship and fellowship grants are tax-exempt, subject to certain limitations, as are amounts received for expenses incident to the grant such as travel (including an allowance for family travel), research, clerical help, or equipment. The grants are not excludable if they represent compensation for past, present, or future services or are for study or research that is primarily for the benefit of the grantor.

Degree candidates may exclude the amount of the grant in full except for that portion received for teaching, research, or other part-time employment required as a condition of the grant—unless such activities are required of all candidates for the particular degree. Grants to *nondegree* candidates are excludable only if the grantor is a tax-exempt organization under Sec. 501(c) (3) or a governmental unit or agency. An amount up to $300 per month times the number of months the amounts are received under the grant in the tax year is excludable, to a lifetime total of 36 months (IRC 1954, sec. 117; Reg. sec. 1.117-1 through 4).

Numerous IRS rulings have applied these general rules. Depending on the facts presented, some grants were ruled excludable, others not. Some examples of excludable grants are stipends under NDEA (Rev. Rul. 61-53, 1961-1 CB 21) and under the National Science Foundation (Rev. Rul. 58-498, 1958-2 CB 47); payments by USOE to colleges and universities on behalf of National Teacher Corps teacher-interns for part-time graduate study, but not the payments to participants in National Teacher Corps during preservice and in-service periods (Rev. Rul. 68-312, 1968-1 CB 59).

Also ruled nonexcludable are payments by a state to teacher "consultants" funded under the Education Professions Development Act to attend the state's in-service training program to improve methods of English instruction in the public schools, on the basis that these payments are compensation, not payments for education or training (Rev. Rul. 70-518, 1970-2 CB 20).

3. Sick pay and disability benefits. Sick-leave pay because of illness or injury, including amounts received by teachers during sabbatical leave for health restoration, may be excluded under these conditions:

- If the sick pay is 75 percent or less than the regular weekly salary, there is a waiting period of seven calendar days (none if hospitalized as a bed patient for at least one day). Up to $75 a week is excludable for the first 30 days of absence and up to $100 a week thereafter.
- If the sick pay exceeds 75 percent of the regular weekly salary, nothing is excludable for the first 30 calendar days of absence (even if hospitalized). After this 30-day waiting period, up to $100 a week is excludable.

Teachers may not exclude sick pay for those days when school is closed for holidays, summer recess, or other vacation period. Sick pay must be included in gross income on the tax return; the excludable amount is then listed separately on line 46, Part II, page 2, Form 1040, and subtracted from the income figure. Attach Form 2440 or other required statement (IRC 1954, sec. 105[d]; Rev. Rul. 57-360, 1957-2 CB 97; Rev. Rul. 58-91, 1958-1 CB 49).

Disability benefits may be treated as sick-leave payments until normal retirement age is reached (IRC 1954, sec. 105[d]; Reg. Sec. 1.105.4; Rev. Rul. 68-385, 1968-2 CB 53). Amounts received as Workmen's Compensation payments are excludable in full (Reg. sec. 1.104-1).

—*NEA Research.*

We must recognize that both love and learning flow from the conditions of real life, including the freedom to relate to the people around us.

Children learn better from fellow explorers than from authoritarian leaders.

The Promise of the Open Classroom

ROBERT COLEMAN, *free-lance photojournalist, Mansfield, Massachusetts. Mr. Coleman has taught special education and also sixth grade social studies and English.*

The open classroom is an admission of what we, as adults, have belatedly recognized—that much, perhaps most, of what we know has come through our pursuit of our interests and through our relations with those with whom we live and work.

If learning is experience gained, the problem becomes how to maximize the life experience a child may have in the classroom, in spite of the resistance offered by grades, schedules, and codification. How else but to permit honesty as a step toward self-knowledge and emotion as a guide to creative expression, and to admit that curiosity and its satisfaction may have a better claim to time than does a routine? We can approximate this in a classroom open not only to the learning of skills but to the growth a child gains through his interests and his personal relations with those around him. (Continued on next page.)

Seen over a period of time, the landscape of the open classroom is impressive. Children do learn the basic skills. They may wish to lie down or curl up to do this, but they learn the fundamentals. Other youngsters are busy at myriad projects: carpentry, artwork, weaving. And the teachers are happy, busy as probably never before, but apparently enjoying the independence and responsibility of running a classroom on the basis of insight and discretion rather than by schedule.

The basic premise of the open classroom is a faith in the child's urge to learn and in his ability to assume responsibility for choice. Several things follow from this. The teacher obviously has less control over his students, but he should emerge from the open classroom a larger and more realistic figure, aware of the spectrum of children's needs, willing to learn, willing to teach—probably the most comfortable and advisable role for adults anyway. Children learn better from guides and fellow explorers than from authoritarian leaders.

By removing the school-imposed partitions between people, the open classroom becomes more vital and fecund as a place of learning. Children are often gifted in teaching others, and they enlarge their skills and understanding in doing so. When children are free to be themselves, it is natural for them to share knowledge and skills.

To educate children who love to learn, we must recognize that both love and learning flow from the conditions of real life—the possibilities of choice, self-responsibility, and the freedom to relate to the people around us. □

Children learn the basic skills, although they may choose to lie down or curl up to do it.

Teacher Evaluation—Some Implications

TEACHER EVALUATION

The Way It Usually Is	The Way It Ought To Be
• Evaluation is threatening to teachers.	• Evaluation should be something that teachers anticipate and want because it gives them insight into their own performance.
• They see it as something that is done to them by someone else.	• It should be something in which teachers have a part along with students, parents, and administrators.
• It is used mostly for determining teacher status relative to dismissal, tenure, and promotion, even though instructional improvement is often advertised as its major purpose.	• Evaluation should be used to diagnose teachers' performance so they can strengthen their weaknesses through in-service education.
• Teachers often are unaware of the criteria used to judge them.	• Teachers should take part in developing or selecting evaluation instruments so that they know the criteria against which they are judged.

☐ **The question raised by the columns above is how** to make the quantum leap from the way things are to the way they ought to be. The problem centers on the present practice in which evaluation is applied only to teachers. In fact, the scope of evaluation in education is much broader than just teacher evaluation, and it must be considered in the broader context or it will continue to be fragmented, inconclusive, and, most unfortunately, unjust.

Teacher evaluation must be viewed in the context of:

1. The aspirations of parents for their children as expressed in broad goals and objectives of the school.
2. The readiness of children to learn.
3. Working conditions, both material and interpersonal.
4. Expected learning outcomes with students.

One way of considering teacher evaluation in its broader context is through examining *program, performance,* and *learning outcomes.*

Program includes: student differences, curriculum content, teaching materials and facilities, time to teach, teaching load, specialist and clerical assistance, decision-making power on professional matters, and psychological climate of the school organization. The teacher with too many students or with students having severe learning disabilities is more likely to be judged adversely—no matter whether the judgment is based on his ability to maintain proper control or to promote higher test scores in arithmetic. And the teacher with little or no power to make professional judgments on teaching strategies or to adjust blocks of time for particular learnings is more likely to receive an unfavorable evaluation than one who has such freedom.

Performance means all those actions that directly or indirectly relate to students and that go on as a part of schooling. Performance sometimes includes (in addition to teaching strategies, maintaining order, planning, evaluation) even community activities and deportment. Unfortunately, performances are often evaluated which have little bearing on the professional task at hand.

For example, teachers are sometimes evaluated on the accuracy of their attendance reports or participation in community functions. Or, they are judged on the basis of achievement test scores of their students. This is where learning outcomes come into play.

Learning outcomes are those student accomplishments essential to achieving the goals of the school. Learning outcomes include skills, knowledges, values, and attitudes. Some of these are very hard to measure —good citizenship, for example. And to relate learning outcomes to teaching performance is next to impossible. Even though one might expect to find direct and obvious relationships between teaching performance and learning outcomes, only a few studies have succeeded in relating the two with any degree of confidence. And these studies have not been comprehensive enough, either in learning outcomes measured or in the teaching performance related to them, to be used as the basis for decision making on teaching methods or administrative action on teacher status. One thing that is patently clear is that the results of achievement tests should not be used to judge teaching performance.

Gene V. Glass has pointed out, "Aside from the irrelevance of much of the content of standardized achievement tests, their use in evaluating teachers is unjust. Nonrandomly constituted classes of pupils give teachers of brighter pupils an unfair advantage."

Since the promise in the use of learning outcomes

as an evaluation criterion is presently so poor, let us consider the usefulness of the other two. The importance of evaluating program conditions in the school that make competent performance possible has already been pointed out. There are a variety of ways to do this. They range from an assessment of the process by which curriculum is developed and up-to-dateness of curriculum content to school-community relations and the financial effort of the school district.

Some program arrangements closest to teachers' concerns which must be taken into account for any evaluation to be meaningful are: teaching load; time to teach; adequate materials, media, and facilities; psychological climate of the school organization; and provisions for in-service education. Overarching these is the necessity for teachers to have decision-making power in all of these areas. If the teacher has no control over the selection of teaching materials or the nature of in-service education programs in which he participates, he can hardly be held accountable for competent performance.

Teacher organizations can make important contributions to the field of evaluation by assuring that program evaluation instruments are used along with teacher performance evaluation and that the results from the two are related.

Performance itself is important, no matter what its relation to learning outcomes, although it can certainly be inferred that humane, democratic teaching leads to better results with students. The importance of teaching performance as an end in itself is well illustrated by the fact that students typically spend as many waking hours in school for 12 years of their lives as they do in any other activity. Considering this, shouldn't the process of schooling be a wholesome, rewarding experience in full living, whether or not it can be demonstrated to result in specific learning outcomes?

What should happen as a result of evaluating program and performance? A first line of follow-up of evaluation ought to be correction of program deficiencies which interfere with expected teacher performance. If evaluation turns up lacks in the individualization of instruction, a look should be taken at the numbers of students assigned to teachers each day and at the amount of time they have available in which to meet with them. At the same time, plans should be made for in-service education programs to help teachers learn new and better approaches to individualized instruction.

If the results of evaluation indicate the need for massive increases in program resources requiring talent, time, and in-service education, the chances of meeting the need in many school districts are slim indeed. This is particularly so as more and more of the public places higher priorities on such things as color television, vacation travel, and snowmobiles than on school improvement. Business and industry have long provided programs to upgrade their employees on company time and at company expense, but when it comes to teachers the public appears to be indifferent.

The reordering of values of the American people is a difficult and long-range task which both the profession and lay governing bodies are ill-prepared to influence, and for which there is no sufficient solution at present. Sidney P. Marland, Jr., HEW Assistant Secretary for Education, pointed out recently in referring to the availability of funds for education, "We are in for some difficult times."

As they have in the past, teachers will continue as best they can to improve performance. But functioning as they do in institutions where program conditions have, for the most part, been undernourished over a long period compared to many other enterprises, they are unlikely to produce miracles.

In other words, the public shouldn't expect educators to soon reach the millennium through improved evaluation alone. What is done to improve program conditions based on the findings of evaluation will be far more important.

Since so much of evaluation in the present context relates to people and since it may affect the status of teachers and other professionals when results are used for other purposes than instructional improvement, it is absolutely essential that sound procedures for due process be included in any evaluation plan. Performance evaluation, particularly, is threatening to its recipients and is often a worrisome task for those who carry it out.

Due process as applied to evaluation means that it will be done openly, the teacher will know the criteria, the teacher can reply to the evaluation, there will be an opportunity to improve, and several levels of appeal of unfair treatment are available. Any evaluation program should have as a part of it a written binding agreement on due process which provides for open covenants openly arrived at, appropriate levels of appeal, and arbitration machinery.

The evaluation components described here are being pursued at the NEA through a project on Program and Performance Evaluation. A staff team from NEA Programs for Professional Excellence is working cooperatively with state associations in several clusters of states to help local associations become involved in:

- Building understanding about evaluation.
- Selecting evaluation instruments.
- Training in the use of evaluation instruments.
- Planning in-service education based on results of evaluation.

Evaluation is a complicated activity, difficult to conceptualize fully in all its ramifications and even more difficult to implement with sound substance and fair process. The organized profession must play a leading role in guiding the development of this important and complex activity.

—**Bernard H. McKenna,** *professional associate, NEA Programs for Professional Excellence.*

Facing Up To Emotions

—some tested methods for primary teachers

KARL R. WULLSCHLEGER, *primary teacher, Copenhagen American School, a Department of Defense school for overseas dependents in Denmark.*

☐ **Here are some methods teachers may find valuable** in helping children understand and deal with emotions:

• Young children can profit from role playing. They can begin with exercises involving fictitious characters. For example, role playing "Little Miss Muffet" can demonstrate polarity of feelings to children. A docile child may cast himself as the vicious spider, and an aggressive one, as the docile Miss Muffet. Each has an opportunity to explore his feelings in an unfamiliar role.

Diverting aggressive behavior into the role of the spider can also be helpful. A bright, aggressive child, Anne, lacked control when she faced failure and would pout when frustrated. If her teacher or a classmate made friendly advances to her during her spells, Anne would lash out at the one who was trying to help her. Then Anne role played the part of the spider in "Little Miss Muffet." For about five days during show-and-tell periods, she would find a Miss Muffet among her classmates and descend upon this schoolmate in the role of the spider. Soon Anne began the spider routine at any time in the school day if she became anxious. All the children understood the behavior and needs of the "spider."

One day when she was anxious, Anne forgot about playing the spider and just sat at her desk looking gloomy. Her teacher sat beside her and expressed a mirror image of her facial expression. The other children joined in the game. Anne recognized what was happening, saw the others become "Annes," and laughed. The teacher cuddled her, and the children moved their chairs close to hers. Anne was changing.

Role playing can also be a means for teacher self-evaluation, especially if the teacher is having difficulty with students. He can sit at a child's desk and let that pupil become the teacher. If the child, in reversing roles, knows he is free to act, he will gladly show "Mr. Big" how he appears to the class. The other pupils get a big laugh out of such activity, and the emotional climate in the classroom improves.

• Working with puppets may encourage children to express their feelings. The simpler the puppets the better. For instance, children can easily manipulate a stocking hand puppet with three buttons for eyes and nose and a penciled mouth.

Mike, a quiet boy, asked for the puppets during one show-and-tell session and meekly pointed at several children until one—not too eagerly—agreed to assist him with his play. Mike had never expressed himself before with puppets, and his first attempt was clumsy. He had a boy puppet on one hand and a girl puppet on the other. The boy figure kept saying, "Please? Please?" and the female always said, "No, no, no!" and pounced on the boy. Suddenly, the boy figure growled, and the girl moved away from him. Meanwhile the two puppets on the other child's hands had just been clowning. Then, Mike's male puppet turned to them and growled and they immediately pounced on him. He cried. The other puppets laughed and teased him. The drama ended.

The children had a good laugh and complimented Mike on his show. Some of them slapped him on the back, others shook his hand, and one put his arm around Mike's neck and pulled him to the ground. The drama with puppetry had become a safe means of self-disclosure for Mike. The children discovered his feelings and responded to them.

• Children can become disorderly during an art project, messing with paints, clay, or whatever. To combat this, the teacher can place the art tables in front of a large mirror. The children can see themselves in action. The particularly unruly child gets a mug shot of himself.

At first, children may continue to be disorderly, enjoying being mirror clowns. Gradually, however, they develop mirror concepts that do not allow them to continue their antics and their work on art projects becomes relatively orderly.

• The teacher can also encourage figurative mirroring as in the example with Anne—but with caution. Injured feelings can result when a teacher says, "Okay, Jim, you show Don how he looks right now." The teacher might better suggest, "Don, would it be okay if Jim. . . ." This tack permits a child to make the decision about getting involved in the activity.

Children can develop openness to mirroring through the following game: Children pair off. First, one child makes the worst face he can, then the second imitates the first's face. Partners switch roles.

• Another activity, known as "the fight," can help children deal with their emotions. They pair off. Sometimes the teacher might suggest that two who are particularly hostile toward each other form a pair. Pairs sit on the floor, back to back, and hum a note. As they hum, the teacher explains that they are preparing for a quiet fight. The humming fades away and then the children "fight," back to back, without making a sound. For about three minutes, they push and elbow jab. Usually, they stop of their own accord.

Then the teacher directs them to stand up, face each other, and growl like grizzly bears.

Finally the teacher asks, "What do grizzly bears do when they make up with their friends?" The children answer, "Bear hug!" and squeeze each other in delight.

• In another game, "the story," children divide into three groups—the happy group, the sad group, and the angry group. For warm-up, each group practices its feelings with sounds, gestures, and dances. Then, the teacher or a student reads an appropriate story, and the happy group demonstrates happiness in happy parts, the sad group acts in sad parts, and so on. This activity can be a refresher course in feeling.

• Sometimes minor crises can be easily settled in the classroom by the use of the following techniques:

If two children are fighting, suggest they arm wrestle one another.

If two children have been scribbling on each other's work, give each a fresh paper and an affectionate hug. Usually the scribbling is a display of hostility, and affection can erase hostile feelings.

If two children are verbally assaulting one another, ask them to hold each other's hands, face to face, and see who can make the other laugh the harder.

If two children are throwing dirt clods at each other, ask them to hold a clod tightly, squeeze it, and growl at one another. Then, the children usually start a friendly wrestling match.

If the class is in a general uproar, ask the children to form a circle and then lie on the floor, each child laying his head on the belly of the one next to him. Say a loud, "Ha!" and ask the children to repeat it. Uncontrollable laughter usually results.

Teachers can help children grow emotionally as well as intellectually. Teachers should accept children's feelings and help them to cope with and express them. □

TEACHERS DO CARE

KATHLEEN R. ROBERTS, *NEA director; immediate past-president of Massachusetts Teachers Association; teaching principal, North School, Raynham, Massachusetts.*

□ **"May I talk with you, please?" the girl asked.**

"Now?" the teacher answered. "Can it wait? I have a visitor."

"I must talk with you now!" the student pleaded.

"All right," the young man told her. He excused himself and led the girl into the next office.

I, the visitor, waited. Soon an administrator came by and stopped to talk. In the course of the conversation he told me, "Dick really listens to these kids. They know that he's almost always available and that they can speak to him in confidence."

"Let me tell you something else," he went on. "Dick worries about kids who get left behind in their classes because of illness or other causes. He has organized a program called Sidetrack for students who are emotionally affected by the experience and have become behavior problems. He and some other teachers give up their free periods to work on a one-to-one basis with these students."

The administrator continued, "Sometimes it takes only a little while for a boy or girl to catch up with the class, but more often it requires a lot of time. Sidetrack has really made a difference, and Dick was the one who started it."

Dick is a teacher who really cares. You meet a lot of educators like him in the schools. I know because I had the opportunity to visit many classrooms during the past school year in my work with the Massachusetts Teachers Association (MTA). I came away from the experience with the profound conviction that teachers are maligned in many ways—that the emphasis on contracts and negotiations overshadows the fact that most teachers are in the classroom because they like their jobs and get satisfaction from helping students solve their problems. The following examples prove this point.

At one parent-teacher conference, a mother con-fessed that she couldn't help her young child learn the sounds of various letters because she herself had never learned them. The woman explained that she wasn't the only one with this problem—that there were other mothers in the school who couldn't help their children for the same reason. "They're like me—dumb about such things as sounds," she commented.

After assuring the mother that neither she nor the other parents were dumb, the teacher explained the

importance of learning the sounds of letters in the reading process. The teacher added that she would be happy to teach sounds to interested parents after school. The mother quickly accepted the offer and suggested refreshments for the after-school meetings. "Good! We'll call it Afternoon Teatime," the teacher agreed.

And so a group of 15 parents worked together with a teacher who cares enough to give freely of her expertise—who knows that by helping parents she is also helping her young charges. Teachers *do* care.

Modern math is another puzzle for many parents. After a mother remarked that she couldn't make heads or tails out of it, two teachers volunteered to give an eight-week course to acquaint parents with the new math. Two hundred persons voiced interest, so the teachers offered to repeat the course for a second eight-week period. The instructors shared their time and skills because they cared so much about having children learn.

Many teachers serve as advisers to Future Teachers of America (FTA). I know one instructor who has met every other Wednesday evening for nearly a decade with his FTA group. Each year his students engage in many worthwhile exploratory activities, such as visiting a school for crippled children.

A teacher at another school has organized a domestic Peace Corps. When one of his students asked what he had to do to join, the teacher replied, "Just show an interest in helping others, including those with special problems." Membership of the Peace Corps is now well over 100. All the teachers involved work on a completely voluntary basis. Among other things, the corpsmen have worked at a school for the mentally retarded. Inspired by the leadership of the project originator, the students and advisers raised $1,000 to help CARE organize a public school in Latin America.

Everywhere I visited teachers were planning and developing special methods and materials to reach individuals in their classes, as well as making special preparations for general classroom presentations. Teachers do this sort of thing in such a quiet way that their efforts may well go unnoticed.

When I asked one teacher where she gets the materials for individual and small-group instruction, she replied, "Oh, I collect most of it over weekends and during the summer." Teachers *do* care.

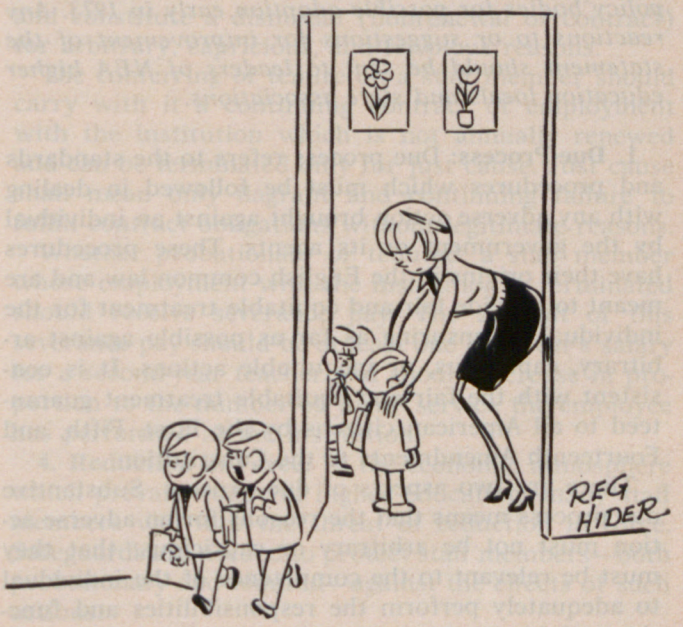
Three counselors in a town in eastern Massachusetts have established a free counseling service, one night a week, for school dropouts, veterans, and mothers who want to return to school or to work. This effort, made possible through the public-spirited donation of time by educators to the community, has helped countless people find new opportunities.

In another town, a teacher of a regular class also conducts an informal program for the special class at her building. When she isn't actually teaching in her classroom, she devotes almost every minute to retarded teen-agers. She chats with them in the corridors, encouraging them to talk with other students and with teachers. She shows them how to make purchases at the school store and in downtown shops. In this way, she is helping them to have fuller, more satisfying lives.

In an effort to help retarded children, MTA and its member associations throughout the state cooperated with the Massachusetts Association for Retarded Children (MARC) to raise funds. A statewide Ride-a-Bike program was held last April. Teachers organized local bike rides, with refreshment stops along the route. They secured not only riders but also sponsors who paid for every mile covered.

The result was an increase in the MARC budget of over $100,000—twice as much money as it had the previous year. Translated into services, this means more halfway houses for teen-agers and young adults, more research to find better ways to help this group lead more normal lives, and better facilities for children who must live in institutions. Speaking of the teacher participation in this cause, the secretary of MARC noted, "Never have so many responded so quickly and so enthusiastically to an appeal."

Indeed, teachers do care. □



"Miss Fischer really gives the taxpayers their money's worth."

Draft Statement

Due Process and Tenure

in Institutions of Higher Education

□ **Editorial note:** *The following statement was developed by a joint task force of the National Society of Professors and the National Faculty Association of Community and Junior Colleges in consultation with the NEA office of General Counsel, NEA Higher Education, and NEA Programs for Human and Civil Rights. It is a draft statement that will be presented to NEA policy bodies for possible adoption early in 1973. Any reactions to or suggestions for improvement of the statement should be sent to leaders of NEA higher education locals and state associations.*

1. Due Process: Due process refers to the standards and procedures which must be followed in dealing with any adverse action brought against an individual by the government or its agents. These procedures have their origins in the English common law and are meant to provide fair and equitable treatment for the individual by ensuring as far as possible against arbitrary, capricious, or inequitable actions. It is consistent with the fair and equitable treatment guaranteed to all American citizens by the First, Fifth, and Fourteenth Amendments to the Constitution.

There are two aspects of due process. Substantive due process means that the reasons for an adverse action must not be arbitrary or capricious; that they must be relevant to the competence of the individual to adequately perform the responsibilities and functions of his position; that they must not either directly, or by their effect, deny the individual the right to exercise any rights under the Constitution or laws of the United States, or be a retaliation for such exercise. Furthermore, the reasons given must be the genuine reasons, not a subterfuge disguising other, unconstitutional intentions; and finally, they must be sufficient to warrant the action taken.

Procedural due process means there must be available procedural safeguards to ensure that any adverse action can be dealt with fairly and equitably so that the individual affected has every opportunity to face his accusers, respond to the charges, and refute the evidence against him. Included in these procedures must be the following:

- That appropriate reasons and timely notice be given before any adverse action is taken.
- That it will be the burden of the institution to substantiate its charges and justify its actions through presentation of proper, relevant, and sufficient evidence.
- That the individual adversely affected will have an opportunity for a hearing in which he and his representatives will be enabled to hear and see all the evidence, cross-examine any person giving evidence against him, and present his own evidence to refute the charges against him.
- That this hearing will be open or closed at the discretion of the individual.
- That the individual will have the right to be represented by counsel of his own choosing.
- That the hearing agency will render a decision based solely on the unrefuted evidence produced at the hearing.
- That the individual will have the right to appeal its decision to a neutral third party (such as the American Arbitration Association).

These standards and procedures should apply to all members of the professional staff* from the date of initial employment.

Few institutions of higher education in America today provide adequate due process for staff members. On the contrary, the violation of civil, professional, and human rights by college and university administrations is a widespread phenomenon (witness the list of DuShane Fund cases involving institutions of higher education and the AAUP's list of censured institutions). In view of the above and in view of the serious and long lasting personal and professional damage done to individuals affected by current hiring and dismissal practices, all institutions of higher education from community colleges through graduate schools, both public and private, must be required to adopt genuine due process safeguards as defined above.

2. The Probationary Period: Probation refers to the period of time between the initial hiring of a staff member and the conferring of tenure during which his work is under evaluation to determine whether or

*Henceforth the term "staff" shall refer to teaching faculty and nonteaching professionals employed by institutions of higher education.

not it meets known, predetermined standards of scholarship and teaching ability (or other appropriate standards for nonteaching professionals) which will warrant a tenure appointment.

During this period, the probationary staff member receives annual contracts of employment renewable each year. The conferring of the initial annual contract upon a probationary employee does, however, carry with it an expectation of renewal so long as his work meets the predetermined standards of scholarship and teaching. In any event, he has a right not to be denied renewal of employment for arbitrary, capricious, or frivolous reasons—or for reasons not related to known standards of performance or for no reason at all or in an arbitrary or capricious manner.

A number of inadequacies in current college and university practices must be corrected in order to provide the basis for fair and equitable treatment during the probationary period.

First, probationary contracts must be clearly distinguished from temporary contracts. A temporary contract should be given only where the assignment is to perform a specific function (for example, a person working under a one-year research or teaching grant) which has a clearly terminal date (i.e., the appointment terminates with the grant). Such appointments do not carry with them an expectation of reemployment after the terminal date, nor is the holder of such a contract eligible for tenure.

The temporary employee is, however, entitled to all safeguards of due process during the term of his contract. In any case, the number of such appointments should be strictly limited, and temporary contracts must not be applied to persons in a probationary situation. Full-time staff should be employed wherever there is a sufficient and continuing student demand in an academic discipline (or course) to provide a full-time teaching load.

Second, the initial annual contract of a probationary staff member must include a clear description of the duties and responsibilities of his assignment and a statement of the standards and criteria of scholarship and/or teaching competence on which the probationary staff member's performance will be judged. These criteria and standards must not be unilaterally changed during the probationary period without the *consent* of the individual affected.

Third, definite, known dates must be established for the renewal of annual contracts after which such contract is automatically renewed. An annual contract may be terminated only when the holder of such a contract has received appropriate and *timely* notice of nonrenewal accompanied by a statement of reasons.

Fourth, regular, formal evaluation of the performance of the probationary staff member must be carried out on the basis of known standards and criteria as defined in the initial contract of employment. Current evaluation practices at most institutions of higher education are either nonexistent or totally inadequate. Without adequate criteria and evaluation procedures, nonrenewals *must* be arbitrary and capricious. Only a truly effective system of evaluation can ensure that nonrenewals will be based on proper reasons and adequate evidence rather than on personal bias, rumor, and whimsy.

Fifth, the institution has an obligation to provide every assistance possible to the inadequate staff member to help him overcome his difficulties, before taking adverse action against him.

The length of the probationary period may vary depending upon the type of institution (e.g. community colleges, four-year colleges, universities, graduate centers, etc.) and the experience brought to the institution by the employee. The probationary period should be no longer than necessary to adequately evaluate the individual's ability to perform the functions for which he was hired. This may be as little as one year, but should in no case exceed three years. Any new staff member who has already achieved tenure at another institution of higher education should not be required to serve more than one year's probation at the new institution.

3. Tenure: Tenure is a professional status conferred upon a staff member at such time as he is judged to have demonstrated his scholarship and teaching ability sufficiently to warrant recognition of his achievement of a predetermined level of professional competence, as defined in the initial contract of employment. The recognition so conferred is widely known in the academic world as tenure. It is not unlike the status of master craftsman conferred by the craft guilds of the Middle Ages on those of its members who demonstrated a predetermined level of technical competence in their craft.

Every probationary staff member is eligible for and entitled to tenure upon reaching the prescribed level of competence. Hence, the practice of establishing institutional tenure quotas must be abolished. Such artificial barriers to the achievement of tenure are unrelated to *any* standard of professional competence and constitute a dismissal (nonrenewal of contract) for arbitrary, capricious, and frivolous reasons.

The conferring of tenure on a staff member should carry with it a continuing contract of employment with the institution which is not annually renewed and can be terminated only for just cause. Just cause shall mean only flagrant and continuing failure to fulfill contract obligations without legitimate reasons.

Whether probationary or tenured, a staff member whose employment with the institution is terminated should receive severance pay. The amount of this severance pay should be at least one half year's salary for a second-year teacher and should increase in proportion to the number of years' service the employee has performed at the institution.

4. Reduction in Force: In the economic atmosphere which prevails today in higher education, many staff members will face the threat of reduction in force. Safeguards are needed to protect staff members—both probationary and tenured—against the effects of such actions.

First of all, a reduction in force (RIF) should be

treated as a layoff—temporary in nature—not as a termination.

Second, procedures should be established by which any reduction in force will be accomplished. *Objective* criteria must be established to determine who shall be riffed and in what order i.e., all temporary staff should be riffed before any probationary staff are affected and all probationary staff before any tenured staff. Within any academic discipline or other appropriate administrative division, RIF's should proceed according to seniority—the least senior staff member in terms of length of service at the institution first, followed by the next least senior, and so on until the most senior member of the staff is reached.

Where minority staff members have been recently hired under a newly implemented minority hiring program, exceptions should be made to this procedure to guarantee the integrity of the minority hiring program. If two institutions have been merged, all years of service accrued at the former institutions must be counted toward seniority at the merged institution.

Third, staff members who have been riffed should be guaranteed certain rights and benefits, among which the following are essential:

- Before being riffed, the staff member should have the right to fill any existing vacancy for which he is qualified or to transfer to any other division or department or to another college within a multi-institution system and to fill any vacancy therein for which he may be qualified.
- The institution should provide a retraining program to assist any staff member to meet the necessary qualifications to fill any such vacancy.
- The right to recall to any position (whether a newly created one or a vacancy) for which the individual is qualified must be provided. Recall should be by reversed seniority—the most senior first, the next most senior next, and so on to the least senior. In no case should any new staff member be hired to fill a position for which a riffed staff member is qualified.
- Staff members who have been riffed should suffer no loss of benefits. They should retain all accrued benefits (such as annual increments, retirement benefits, sick leave, tenure, etc.) and should be placed at the next salary step above their former step upon recall.
- A riffed staff member should receive from the university, in addition to unemployment benefits where available, supplemental financial benefits of from one-half to three-fourths of his annual salary.

5. Implementation: How can the procedures and criteria spelled out above be achieved?

The National Education Association and its state affiliates are seeking legislation and court rulings which will guarantee all staff members of educational institutions at all levels the rights of substantive and procedural due process herein described. This is, however, a long-term process dependent upon the acceptance of new attitudes and viewpoints by legislators and judges.

A quicker and more effective method of securing these rights on an institution-by-institution basis is through collective bargaining.

Collective bargaining is a process of bilateral decision making in which the staff, through its duly designated representative, meets on a basis of equality with the duly designated agents of the college or university to negotiate a mutually acceptable agreement —one that defines the principles and procedures by which the institution's employment practices will be governed. These principles and procedures are embodied in a written and binding contract which is enforceable at law.

This system offers the best possibility of achieving the goal of securing due process procedures as defined above for all staff in institutions of higher education. Mutual agreement on such procedures can be reached at the bargaining table—the only arena where the power of the staff and that of the administration are equalized. Once embodied in a collective bargaining agreement, these principles will have the same effect as a law or court decision for a particular institution. As the U.S. Supreme Court has said, the collective bargaining agreement establishes a code of governance regulating the employment relations of a particular institution.

The role of the staff association under a collective bargaining agreement is to serve as the advocate for the staff. It is not the function of the association to sit in judgment upon the worth and abilities of the association members or the merits of their claims to justice.

Under collective bargaining, the association is charged with the duty and responsibility of making and enforcing an agreement covering terms and conditions of employment with the college. The association's function is to see to it that the agreement is lived up to by the administration in all of its particulars and that staff members—both collectively and individually—are accorded fair and equitable treatment under the terms of the agreement. The association must act as the staff's advocate.

In the same way, the pretense of most college and university boards that they are acting impartially in their treatment of a staff member must be seen for what it is. Even under the best conditions, where the staff member is actually accorded a hearing on his appeal against an adverse administrative action, the board is in effect simultaneously acting as judge, jury, and prosecutor, for the administration is the agent of the board invested with its delegated authority.

Hence, the vital need exists in any collective bargaining agreement for an ultimate appeal to a genuinely neutral third party (such as the American Arbitration Association) which stands outside the framework of the institution and is capable of rendering a truly unbiased judgment on the merits of a dispute under the terms of the collective bargaining agreement. □

Black English in the Classroom

DOROTHY Z. SEYMOUR, *editorial specialist in linguistics.*

□ **"Teach! Leroy, he make a mass."**

"Clean up your mess, Leroy."

"I don't have no mess, Teach."

"Now, Leroy. . . ."

After several minutes of useless persuasion and mounting confusion, the teacher discovered that what she understood as "Leroy made a mess" meant "Leroy is making a mask." Quite a difference.

This is an example of how variations in speech styles can cause misunderstanding. Leroy and his classmates speak a variety of American English called Black English. It's the natural speech of many inner-city black children, and it's causing problems for teachers and pupils alike.

The problem illustrated above is one kind. But there are also problems caused by the mismatch between pupils' speech and the language of their texts. For example, if the sentence in the book is "I tried hard," the pupil may read it "I done tried hard," adding the word that completes the meaning for him. Or if the book sentence reads "Dad is working," the pupil may say it "Dad workin'," subtracting what is not part of his speech style.

The crux of the problem lies not in Black English itself, but in the attitudes toward it. Teachers hearing this speech style in the classroom usually believe that children who use it are just making a series of errors in English. These teachers complain that their pupils are leaving out sounds and using bad grammar. Their first efforts are to "correct" children who speak this "atrocious" and "careless" English. Of course, if these children are to advance in life, they almost certainly need to master the language of the larger society. But teachers must help them do so without giving them the feeling that the speech to which they are accustomed is inferior or something to be suppressed or scorned.

Actually, as linguists have recently shown, Black English is not just careless Standard English. It certainly has as strict a set of grammatical requirements as any other dialect. You've got to know the rules of Black English grammar in order to speak it correctly.

Leroy's teacher thought he "made a mess" because her mind wouldn't register "make a mass" as a sensible sentence. But in Black English there are very few consonant clusters in final word-position; therefore the word *mask* would not have a *k* sound at the end. Many teachers interpret this pronunciation rule as leaving off a sound, but that is not really true because this dialect simply does not have the sound for *k* occurring after the sound for *s* in final position. And you can hardly "leave off" something you never had. It's as though a speaker of the Standard English of the year 1500 heard us saying the word *know*, the way we all say it today, and remarked that we were "leaving off" the sound for *k*.

So a speaker of Black English is merely following the rules of his dialect—when he says *ting* instead of *thing*, *bruvver* instead of *brother*, *mo* instead of *more*, and *tin* instead of *ten*.

The forms of Black English that are most likely to confuse the teacher are grammatical. While expressions in Black English vary from one part of the country to another, the examples below are typical of black speech in most places.

	Standard English	*Black English*
1. Verb Usage		
Present tense	He runs.	He run.
Present progressive	He is running.	He run.
Past tense, irreg. verb	He took it.	He taken it.
Past perf., irreg. verb	He has taken it.	He have took it.
Future	I will do it, or I am going to do it.	I'm a do it.
Present habitual	He is (always, usually) doing it.	He be doing it.
Past habitual	He (always) used to do it.	He been doing it.
2. Negation	I don't have any.	I don't got none.
	He hasn't walked.	He ain't walked.
3. Question	How did he fix that?	How he fix that?
Indirect Question	I asked if he fixed that.	I asked (aksed) did he fix that.
4. Treatment of Subject	My brother is here.	My brother, he here.
5. Noun plural	those books	them book
	men	mens
6. Pronouns	We have to go.	Us got to go.
7. Possessive	Jim's hat	Jim hat
	The hallway of Jim's family's building	Jim and them hallway

Where did these forms come from? Why should these same language habits be used by black children in widely separated areas of the country?

The most logical explanation, linguists now largely agree, is that black children are using the pronunciations and grammatical forms of their forebears, who spoke English with a West African accent—just as most other immigrants to this country spoke English with an accent caused by the influence of their first

Mrs. Seymour was for 17 years a teacher of reading to young children.

language. For example, German immigrants, from the consul to the day laborer, may say *duh* for *the*, because German doesn't have a *th* sound.

The language of black pupils is probably influenced by the special forms of such West African languages as Yoruba, Fante, Hausa, and Ewe. These languages use the same verb form for both present and past tense. Many West African tongues have the habitual tense or aspect that shows up in Black English; to convey this idea in Standard English, a word like *always* must be inserted or, at least, understood. The sound requirements of West African languages also show many similarities to those of Black English, which is probably why Black English doesn't use all the final consonant sounds of the standard. Once a teacher asked a black pupil to use *so* in a sentence—not "sew a dress" but "the other so." The child said, "I got a *so* on my leg."

What should teachers do about Black English? Should they expect its speakers to read orally with standard grammar and pronunciation? Or should children perhaps be given readers written in their own dialect?

Let's take the last problem first, because it's the one that must be tackled earliest. Handling reading in the first grade is a special problem. Although black children, because of TV, often understand the teacher's language better than he understands theirs, they vary greatly in ability to use it. So when they begin to read, they may stumble over the different style in the books. Where they are used to saying "Here go a boy," the book will say "Here is a boy." Where they would say "I playin'," the book will say "I am playing." This difference in grammatical construction may not interfere with their comprehension, but it is likely to interfere with the way they say the sentences aloud.

While pupils are beginning to learn to read, it may be advisable to let them "translate" the words into their own form of the same meaning—their own grammar. After all, if they are able to do this, it means they have really learned to read, because they have decoded printed symbols into oral language that is meaningful to them.

Some researchers have extended this argument to stipulate that black children should have beginning reading books written in their own "language." These books would not necessarily represent the differences in the sound requirements of Black English (they would have *mask*, not *mass; brother*, not *bruvver; then*, not *den*), but their own grammar and vocabulary would be used. For example, one dialect reader has a version of "Goldilocks" in which the mother advises her child in this style: "Girl, don't you get into no trouble." Although at least two sets of dialect readers are currently being experimented with, no statistically dependable results of their effectiveness have yet been reported. And so far, the disapproval of black parents and of many teachers has kept this device from commercial exploitation.

Other researchers favor the "neutralization" technique, in which forms that are very different in the two dialects are temporarily avoided. This device seems most applicable to traditional classroom reading exercises that ask pupils to show their ability to read individual words by discriminating between slightly different forms of the same root.

For example, a conventional exercise would ask pupils to choose one of two verbs to complete the sentence, My big brother (work, works) in that store. The answer that fits the language requirements of Black English is the first one, so the speaker of Black English is likely to choose it. Of course, his answer will be marked wrong. Analysis will show that this exercise is not really a reading task but one in selecting standard grammar.

To neutralize the grammatical framework and change it into a reading exercise, one alters the choices so that they both have the standard inflection but different roots. In this instance, the sentence might be My big brother (works, wakes) in that store. This is the neutralization technique.

The most promising approach to initial reading instruction appears to be the use of experience charts, with gradual transition into printed reading materials, perhaps in combination with temporary neutralization of classroom exercises and reading tests.

The initial use of experience charts enables the teacher to record the pupils' own language, with its own grammar, in temporary form, so that the children begin to grasp the important principle that the written words are merely symbols of their oral words. Once the children understand this, they can attempt to read conventional materials. It may then seem more natural to discover that somebody else's writing is stated in that person's own grammar too.

In helping pupils acquire the ability to speak Standard English, a teacher can adopt some of the methodology used in teaching English as a second language, but in the context of motivational content with role playing and with the challenge of quick switching from one dialect to the other. (Using such phrases as "Say it the standard way," instead of "the right way," helps.) There are also several programs, now available to schools from commercial publishers, that offer the sort of drill designed to make Standard English an additional dialect rather than a replacement for the language of the home.

In the long run, however, the most effective way of dealing with Black English is instruction designed to broaden the pupil's understanding of language variety. Upper elementary and high school teachers need to institute the study of dialects by exposing their students to the astounding number of speech varieties that can be heard in the English-speaking world. At the same time, teachers can help speakers of Black English understand that failure to learn to speak Standard English may keep them from moving into the larger society and that facility with the mainstream dialect can be a key to the release of their full potential. □

More About Jencks

CHRISTOPHER JENCKS, *associate professor, Harvard Graduate School of Education; coauthor of* Inequality: A Reassessment of the Effect of Family and Schooling in America.

□ **A short time ago, seven Harvard colleagues and I** published a research study which suggested that inequality in the schools is not a major cause of economic inequality among adults. Our book concluded that if we want to eliminate poverty in America we will have to make fundamental changes in our economic institutions rather than ask the schools to solve a problem for which they are largely unsuited.

Some people are now using our conclusions to justify limiting educational expenditures and abandoning efforts at desegregation. The reasons for this are easy to see.

Real incomes have grown very little in recent years, so taxpayers are understandably reluctant to pay more school taxes. The courts have begun to define desegregation as requiring not only the admission of black children to traditionally white schools but also the assignment of white children to schools in black neighborhoods, and many parents are upset. Politicians and school boards are reluctant to fight this popular mood so they have seized on our research to justify what they want to do anyway.

In fact, however, the research we reported does not justify cutting school expenditures, abandoning desegregation, or giving up efforts at school reform. It has always been a mistake to assert that equality of educational opportunity could eliminate problems like poverty and injustice in America. Our research suggests we should stop making such claims. But the fact remains that American schools badly need improvement and this effort ought to continue.

Schools have two major functions. First, they teach children a variety of cognitive skills and transmit a lot of information. Beyond a very basic level, these skills are of marginal economic value. It is important to be able to read, for example, but reading 300 words per minute rather than 100 is only important in a handful of jobs. Learning about the social life of bees will not keep you out of poverty. But it does not follow that schools should stop teaching these things. Learning can enrich your life, even when it does not enhance your income.

Unfortunately, most children find what they are taught in school empty and meaningless. Yet there are exceptions. Some teachers make ideas come alive, manage to help children understand their own experience better than they otherwise would, and broaden that experience in a multitude of ways.

Schools are also ersatz parents. No mother in her right mind wants to spend 16 hours a day with her children and many hold regular jobs outside their homes. This means we need to find other ways of taking care of children. Yet employers are increasingly reluctant to hire young people to do useful work. At present, schools have to fill the gap.

Most schools do this very badly. Not only are the students bored, but those who do worse than average in the formal curriculum—and that is always at least half the class—are often treated as if they were of no potential value to themselves or anyone else. School routines often degrade children in a hundred subtle and not so subtle ways, herding them around like inmates in a prison or a mental hospital.

These problems are particularly common in schools that serve black or working-class white children, because principals and teachers in these schools feel unusually harried and often find it hard to empathize with their students' problems. Yet when there is only one adult for every 20 or 25 children, it is almost impossible to run a humane school even for middle-class children unless they are doing something that greatly interests them.

Any civilization worthy of the name has to organize itself so as to give its children some responsibility and dignity. Children also need opportunities to perform competently and to discover that they can do things they had thought impossible for them. This means they need some kind of meaningful work.

Whether schoolwork can fill this bill is uncertain, at least in a postindustrial society. Nonetheless, we have no alternatives at the moment. This means educators will have to keep struggling. It also means they need more help than they are currently getting.

It is true that solving these problems will not make much dent on poverty among adults, either now or in the future. But it does not follow that we should sweep the problems under the rug, or use the fig leaf of social science to claim that they are not important. □

This article, reprinted with permission from *The New York Times* (© 1972 by the New York Times Co.), clarifies some of the points discussed in "About Christopher Jencks's New Book—*Inequality*," an article by James W. Becker and Dave Darland which appeared in the December 1972 issue of *Today's Education.*

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Schools have two major functions. First, they teach children a variety of cognitive skills and transmit a lot of information. Beyond a very basic level, these skills are of marginal economic value. It is important to be able to read, for example, but reading 300 words per minute rather than 100 is only important in a handful of jobs. Learning about the social life of bees will not keep you out of poverty. But it does not follow that schools should stop teaching these things. Learning can enrich your life, even when it does not enhance your income.

Unfortunately, most children find what they are taught in school empty and meaningless. Yet there are exceptions. Some teachers make ideas come alive, manage to help children understand their own experience better than they otherwise would, and broaden that experience in a multitude of ways.

Schools are also ersatz parents. No mother in her right mind wants to spend 16 hours a day with her children and many hold regular jobs outside their homes. This means we need to find other ways of taking care of children. Yet employers are increasingly reluctant to hire young people to do useful work. At present, schools have to fill the gap.

Most schools do this very badly. Not only are the students bored, but those who do worse than average in the formal curriculum—and that is always at least half the class—are often treated as if they were of no potential value to themselves or anyone else. School routines often degrade children in a hundred subtle and not so subtle ways, herding them around like inmates in a prison or a mental hospital.

These problems are particularly common in schools that serve black or working-class white children, because principals and teachers in these schools feel unusually harried and often find it hard to empathize with their students' problems. Yet when there is only one adult for every 20 or 25 children, it is almost impossible to run a humane school even for middle-class children unless they are doing something that greatly interests them.

Any civilization worthy of the name has to organize itself so as to give its children some responsibility and dignity. Children also need opportunities to perform competently and to discover that they can do things they had thought impossible for them. This means they need some kind of meaningful work.

Whether schoolwork can fill this bill is uncertain, at least in a postindustrial society. Nonetheless, we have no alternatives at the moment. This means educators will have to keep struggling. It also means they need more help than they are currently getting.

It is true that solving these problems will not make much dent on poverty among adults, either now or in the future. But it does not follow that we should sweep the problems under the rug, or use the fig leaf of social science to claim that they are not important. □

This article, reprinted with permission from *The New York Times* (© 1972 by the New York Times Co.), clarifies some of the points discussed in "About Christopher Jencks's New Book—*Inequality*," an article by James W. Becker and Dave Darland which appeared in the December 1972 issue of *Today's Education*.

CLASSROOM INCIDENT

This is another in a Journal *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers or other consultants whose training and experience may enable them to contribute illuminating insights.*

When I accepted my first position as a ninth grade math teacher in a small city school, my principal cautioned me not to leave any valuables or money on my desk, in the desk drawers, or even in my coat pockets. "These kids have a reputation for stealing," he said. "Make a rule that they are to stay away from your desk."

Although I listened to the principal's advice, I decided not to follow it. That was no way to build good character, I thought. After all, if I hoped to help my students be good citizens, I must trust them.

So, whenever possible, I purposely left my watch or the lunch money on my desk in plain sight. And several times I explained to my homeroom students why I was doing this. "I have no worry about leaving the money here," I told them, "because I trust all of you."

One morning, shortly after the students came into the room, a fight broke out between students outside my door. As the commotion got louder, several of my students, without asking my permission, went out into the hall to take a look. I ran out after them, demanding that they return to their room, which they finally did—with reluctance—after several minutes. But the suddenness of their act created moments of disorganization as they returned to their seats.

I closed the door and walked over to my desk, trying to think how to handle this breach of discipline. And then I noticed that the lunch money which I'd left there a few moments earlier was gone. My face must have revealed my dismay and suspicion. What should I do? What should I say?

Suddenly, my eyes focused on the students and I could see dismay and suspicion on their faces.

"What's the matter?" a boy called from the back row. "Did you think we stole it? Why don't you look under the book?"

In my confusion I hadn't noticed the geography book on my desk—a book that hadn't been there earlier. I picked it up. The money was underneath.

My face must have revealed my embarrassment, but I was speechless. In one moment I had probably undone everything I'd worked so hard to build—mutual trust. I had showed the class that I had, for a moment at least, believed one of them was a thief.

The bell rang then, and the students filed out of the room. I was glad it was Friday so I'd have time to think what to do next. What would an experienced teacher do in a case like this?

Consultants' Comments

An experienced teacher would move with less haste and more caution. To create such a blatant effort at trust—to make a speech announcing it—and then to leave a daily bit of "bait" on the desk was certainly creating a powerful challenge. The teacher was asking the class to react and to test his sincerity. This was a case of the obvious begetting the obvious.

Trust is more subtle than an outright challenge. The first step for any teacher with a new class is to establish rapport with individual students and the class as a whole. This is done through daily actions and words, not pronouncements. Minor opportunities for the class to demonstrate responsibility and self-control can and should be presented.

The teacher should have asked a counselor for advice about the weak ones in the class. A teacher should never designate a whole class as anything negative or tempt the weak until they have been offered opportunities to overcome their weaknesses. Instead, he should provide those needing help with daily or weekly responsibilities, such as checking attendance, carrying messages — and eventually money or other valuables — to the office. By small but sincere reactions, the teacher can show appreciation for the students' reliability, care, and honesty.

The response of the class ringleaders in baiting the teacher was far more subtle than the initial challenge. The teacher's reaction reinforced their assumption—the teacher was not really convinced of their collective honesty. Students are not naïve and should not be treated as such.

—George G. Parr, *guidance counselor, South Orange (New Jersey) Junior High.*

The decision of this beginning teacher to disregard his principal's advice may have been a good one. However, he should have been prepared in case something did disappear. Often students "try" a new teacher to see how he will react, and in this instance it appears they were successful. A look of dismay would be proper but the look of suspicion should have been avoided. In a situation like this, the best course is to take the position that someone is playing a trick and to assume that the object is hidden rather than stolen.

The important thing is not to panic when an event such as this occurs. If one can get past this tendency, it becomes much easier to think rationally about the solution. This teacher should have tried to divert the students while he casually looked for the money and upon finding it under the book asked with a smile, "Who has lost a geography book?"

About all the teacher can do now is to tell the students that someone played a good joke on him on Friday and to explain that naturally he was dismayed, for he really did trust them. To show this, he must continue to follow his same course of action regarding the money and other valuables, but he should now be prepared for any eventuality.

—Robert W. Chaffee, *mathematics teacher, South Burlington (Vermont) High School.*

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THE LAW AND TEACHER RIGHTS: Litigation

□ **Teachers whose jobs are endangered may receive** speedy justice through federal court action. The DuShane Fund files reveal instances where a group of teachers or a teacher has filed for a temporary judgment for reinstatement to the classroom. Under the Fourteenth Amendment and various civil rights laws, for example, approximately 20 displaced black teachers and two demoted former principals were returned by a preliminary injunction to the payroll of the Concordia Parish (Louisiana) school system as the 1970-71 school year commenced. And last August, a nonrenewed assistant principal won reinstatement to his position in Wayne County, Mississippi, in a temporary restraining order issued by a federal court. The assistant principal, an unsuccessful candidate for state senator who criticized graft in education and the county government, alleged in his suit that the board's refusal to employ him "was in reprisal for his political activity and his exercise of free speech."

A state court case, on the other hand, took 10 years to reach a conclusion satisfactory to the teacher; and a large number of teacher rights cases in federal court take two to three years from initial funding and association involvement to final disposition by the courts. One community college professor, nonrenewed nearly four years ago, recently settled his DuShane-supported case out of court for $8,900 after lengthy and expensive legal maneuverings.

Litigation is often extremely costly. Potential teacher plaintiffs confer with attorneys possessing expertise in teacher rights law. If litigation is appropriate, the NEA's DuShane Fund and affiliates will be asked to finance research for preparation of briefs; court costs of filing briefs, motions, and counter motions; the taking of depositions or oral testimony from parties in the suit; and billings for trial work and consultations with judges and opposing counsel.

The teacher who initiates a lawsuit to obtain redress may experience loss and decrease in status in the community. One teacher—the first to file such a suit with NEA support in 1943—was ostracized by townspeople in Muskogee, Oklahoma, until she won reinstatement to her classroom. Similarly, black educators, in the wake of desegregation, have suffered a tremendous loss of personal as well as social esteem when they were demoted to positions with little or no authority. Quite often, fearing total loss of income, they have been reluctant to challenge unlawful and discriminatory employment practices.

Conversely, other educators who question unfair treatment by school boards have been afforded recognition by their communities. For example, a white principal whose 1971-72 contract was allegedly nonrenewed because he actively worked to comply with federal court orders for desegregation of the Burke County (Georgia) school system was subsequently elected superintendent in the same district. And a

young white teacher, fired by the Nantucket (Massachusetts) School Committee when she decided to marry a black carpenter who was divorced, settled her case out of court and was reinstated to her teaching post. This year, she was elected president of her local association.

The DuShane Fund can provide interest-free loans for living expenses to the teacher whose case has legal merit and who is pursuing a legal remedy to obtain redress. To qualify, he or she must be unable to secure suitable employment due to factors related to the administrative action that prompted the request for assistance. Such loans can assist the teacher who is unable to obtain credit through usual channels. A teacher's ability to obtain a job is frequently determined by such factors as age, sex, teacher surplus, economic recession, and academic specialty. An Illinois teacher of German, for example, had to move to West Germany to teach after she was an unsuccessful applicant for some 40 teaching positions in the U.S.

Alternative patterns of action can be followed to prevent situations that later can only be resolved by the courts. Fair treatment in dismissal situations can be obtained with assistance from local, UniServ, state, and NEA representatives. Written personnel policies must state that a teacher's First and Fourteenth Amendment rights are protected. Another approach is to obtain collective bargaining agreements that contain a clause requiring school boards to show "just cause" and providing a pretermination hearing before an impartial arbitration panel whose decision is binding. A strong tenure law can also establish a fair procedure that must be followed when a teacher challenges notice of termination or nonrenewal. Every teacher, however, including the nontenured must be afforded the opportunity to review the charges against him and to refute them.

If these protections are not available or are ineffective, federal litigation with DuShane Fund support is available. Court action can vindicate individual wrongs and also establish legal precedent for all members of the profession. The fund is ready to provide legal expertise, to finance litigation in cooperation with affiliates, and to extend loans during the period of litigation for teachers who seek equitable treatment in the courts.

♦ *This is one in a series of articles on questions that relate to the emerging rights of teachers. The series is being presented by the staff of the DuShane Emergency Fund, NEA Programs for Human and Civil Rights.*

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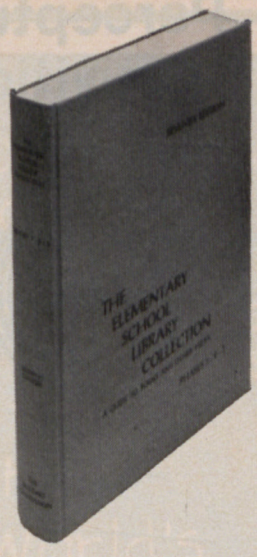

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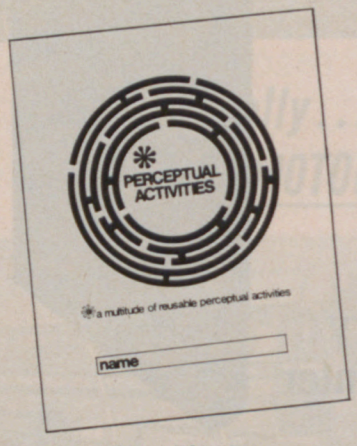

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Rural Education Association—*Rural Education News* and other publications. Dues: $10. Thomas Sommerville, supt., Multnomah County schools, Portland, OR. *Lewis R. Tamblyn, NEA Mid-Atlantic Regional Office, 7617 Little River Tpk., Annandale, VA 22003.

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American Association for Health, Physical Education, and Recreation—*Journal of Health, Physical Education, Recreation; Research Quarterly; School Health Review;* and *Update.* Dues: professional and associate, $25; alternate membership plans, $30, $35, $40. Student, $10; alternate plans, $15, $20, $25. Barbara E. Forker, Iowa State Univ. *Carl A. Troester, Jr., NEA Center.

American Association of Elementary-Kindergarten-Nursery Educators — Two study/action publications, quarterly professional journal, three newsletters, plus other publications for comprehensive members. Dues: Active and associate, $8.50; comprehensive, $15. Retired and student, $4.25; comprehensive, $10.75. Donald E. Carline, Univ. of Colorado, Boulder. *D. Dwain Hearn, NEA Center.

American Industrial Arts Association—*Man/Society/Technology, A Journal of Industrial Arts Education; AIAA Monitor;* and *Scene.* Dues: $15; high school student (individual), $1; college student (individual), $7.50. Paul DeVore, West Virginia Univ. *Edward Kabakjian, NEA Center.

Association for Educational Communications and Technology—*Audiovisual Instruction* and monthly newsletter. Dues: $25 (with *AV Communication Review,* $40); student, $12 (with *AVCR,* $19.50). Jerrold E. Kemp, California State Univ., San Jose. *Howard Hitchens, Jr., NEA Center.

Association for Supervision and Curriculum Development—*Educational Leadership* and *Yearbook.* Dues: regular, $20; comprehensive (includes additional publications), $30. Jack R. Frymier, Ohio State Univ. *Neil P. Atkins, NEA Center.

Association of Teacher Educators—*Journal of Teacher Education, ATE Newsletter,* bulletins, and commission publications. Dues: basic, $20; comprehensive, $25; institutional, $25; life, $500 in one payment or 10 payments of $55; student, $7.50 plus sponsorship of ATE member.

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Home Economics Education Association—*News & Notes from the President* and current publications. Dues: $5; student, $2.50. Margaret Larson, El Cerrito, CA. *Catherine A. Leisher, NEA Center.

Journalism Education Association—*Communication: Journalism Education Today* and annual report. Dues: regular, $10; associate, $10; institutional, library, or state, $15; life, $100; sustaining, $100. Bruce R. Minteer, Freeport (IL) Senior High School. Elwood Karwand, Wisconsin State Univ., Eau Claire. *Sister M. Rita Jeanne, FSPA, secretary-treasurer, St. Rose Convent, 912 Market St., La-Crosse, WI 54601.

Music Educators National Conference—*Music Educators Journal*. Dues: $14 (plus dues in affiliated states). Jack E. Schaeffer, Seattle public schools. *Charles L. Gary, NEA Center.

National Art Education Association—*Art Education, NAEA Newsletter, Studies in Art Education,* and *Art Teacher*. Dues: active, $20; comprehensive, $25, $30; institutional, $50; associate, $10; supporting, $250; student (chapter), $5. Harlan E. Hoffa, Pennsylvania State Univ. *John J. Mahlmann, NEA Center.

National Association for Public Continuing and Adult Education—*Pulse, Techniques, Swap Shop*. Dues: active, $20; associate, $5; subscribing, $20; institutional, $50; student, $10. Judson Bradshaw, San Diego (CA) Community College. *James R. Dorland, NEA Center.

National Association of Educational Secretaries — *The National Educational Secretary* and *NAES Washington Reporter*. Dues: $10; life, $125. Olive T. Ritchie, Richmond (VA) public schools. *Kathleen M. Meyer, NAES, 1801 N. Moore St., Arlington, VA 22209.

National Association of Elementary School Principals—*The National Elementary Principal* and special publications. Dues: $20; life membership, $400. Jack F. Dodds, Riley Elem. School, Lincoln, NE.

Higher Education—NEA's program for higher education is expressed through NEA Higher Education and three units relating to specialized concerns. The National Society of Professors relates to the concerns of faculty members in four-year institutions, the National Faculty Association of Community and Junior Colleges plays the same role for faculty members in two-year institutions, while the National Association of College and University Administrators serves all administrators in higher education.

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National Council for the Social Studies—*Social Education* and *Yearbook*. Dues: subscribing, $12; comprehensive, $25 (includes all publications issued during the year of membership). Harris Dante, Kent State Univ. *Merrill F. Hartshorn, NEA Center.

National Council of Administrative Women in Education—*NCAWE News* and other publications. Dues: active, $10; retired, $5; library plan, $5. Frances Hamilton, Washington, DC. *Lois V. Rogers, NEA Center.

National Council of Teachers of Mathematics—*Mathematics Teacher, Arithmetic Teacher,* and *Newsletter*. Dues: regular, $9 (includes either journal) or $13 (includes both journals); students, $4.50 (includes either journal) or $6.50 (includes both journals). Eugene P. Smith, Wayne State Univ. *James D. Gates, NEA Center.

National Retired Teachers Association—*NRTA Journal* and *NRTA Bulletin*. Dues: individual annual, $2; life, $50. Joseph A. Fitzgerald. Bernard E. Nash, NRTA, 1225 Connecticut Ave., Washington, DC 20036. *Geneva McNee, NRTA Membership, 701 N. Montgomery St., Ojai, CA 93023.

ASSOCIATED ORGANIZATIONS

American Association of School Librarians—*School Media Quarterly and American Libraries*. Dues: $25-$125, individual, based on salary; institutional, based on budget. Elnora Portteus, Cleveland public schools. *LuOuida Vinson, AASL, ALA Headquarters, 50 E. Huron St., Chicago 60611.

Association for Educational Data Systems—*AEDS Journal* and *AEDS Monitor*. Dues: $20; institutional, $100; sustaining, $300; student, $5. Russell Weitz, NEA. *Shirley Easterwood, NEA Center.

Council for Exceptional Children—*Exceptional Children, Teaching Exceptional Children,* and *CEC Update*. Dues: $15; life, $350 in one payment or $40 per year for 10 consecutive years or two annual payments of $120 and one final payment of $110; retired, $5; student, $8. Stella A. Edwards, Kentucky State Department of Education, Frankfort. *William C. Geer, CEC Headquarters, Suite 900, Jefferson Plaza One, 1411 S. Jefferson Davis Hwy., Arlington, VA 22202.

National Association of Secondary School Principals—*Bulletin, NASSP Spotlight,* and *NASSP Newsletter*. Dues: $30; institutional, $40; student, $7. Edwin B. Keim, Cheltenham High School, Wyncote, PA. *Owen B. Kiernan, NASSP, 1904 Association Dr., Reston, VA 22090.

National Association of Women Deans and Counselors—*Journal* and occasional newsletter. Dues: $27; student, $7.50; merited/retired, $15; leave of absence, $15. Patricia A. Thrash, North Central Association of Colleges and Secondary Schools, Chicago. *Joan M. McCall, NEA Center.

National Business Education Association — *Business Education Forum* and *Business Education Yearbook*. Dues: professional, $10; associate (libraries and schools), $15; student, $5; International Society, $5 additional. Agnes M. Kinney, South High School, Denver. *O. J. Byrnside, Jr., NEA Center.

National School Public Relations Association — Handbooks, special reports, newsletter subscription services: *Education U.S.A.*, weekly, $21; *It Starts in the Classroom*, monthly, $6; *Trends, the School Communications Newsletter*, monthly, $8. Membership, $15. Professional Communication Service, $35. Joy Reese Shaw, Dade County public schools, Miami. *Roy K. Wilson, NSPRA, 1801 N. Moore St., Arlington, VA 22209.

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Teen-Age Parents

(*Continued from page* 40)

"The U.S. Office of Education strongly urges school systems to provide continuing education for girls who become pregnant. Most pregnant girls are physically able to remain in their regular classes during most of their pregnancy. Any decision to modify a pregnant girl's school program should be made only after consulting with the girl, her parents, or her husband if she is married, and the appropriate educational, medical, and social service authorities."

Dr. Marland's statement also highlighted the fact that the school system's interest, concern, and responsibility are not limited to the educational aspects of school-age pregnancy but must include attention to helping overcome the various other risk factors the girls face:

"Local school systems have an obligation to cooperate with such other state, county, and city agencies as health and welfare departments and other private agencies and physicians to assure that pregnant girls receive proper medical, psychological, and social services during pregnancy and for as long as needed thereafter."

During the past decade school systems all over the nation have been increasing efforts to deal comprehensively with the needs of their young parents. Currently, more than 200 school systems in the United States have initiated and/or are participating in comprehensive service programs for school-age pregnant girls and young mothers. Although the programs vary from community to community, generally they have at least three common service components. They provide—

- Early and consistent prenatal care and postpartum and pediatric health services to improve the health of mothers and infants.
- Continuing education on a classroom basis to assure uninterrupted education during pregnancy and reenrollment in regular classes following the birth of the baby.
- Counseling on a group and individual basis to help solve problems that either may have led to or been caused by the pregnancy.

Other agencies participating in the program are likely to be the health department and welfare department as well as social service agencies,

(*Continued on page* 76)

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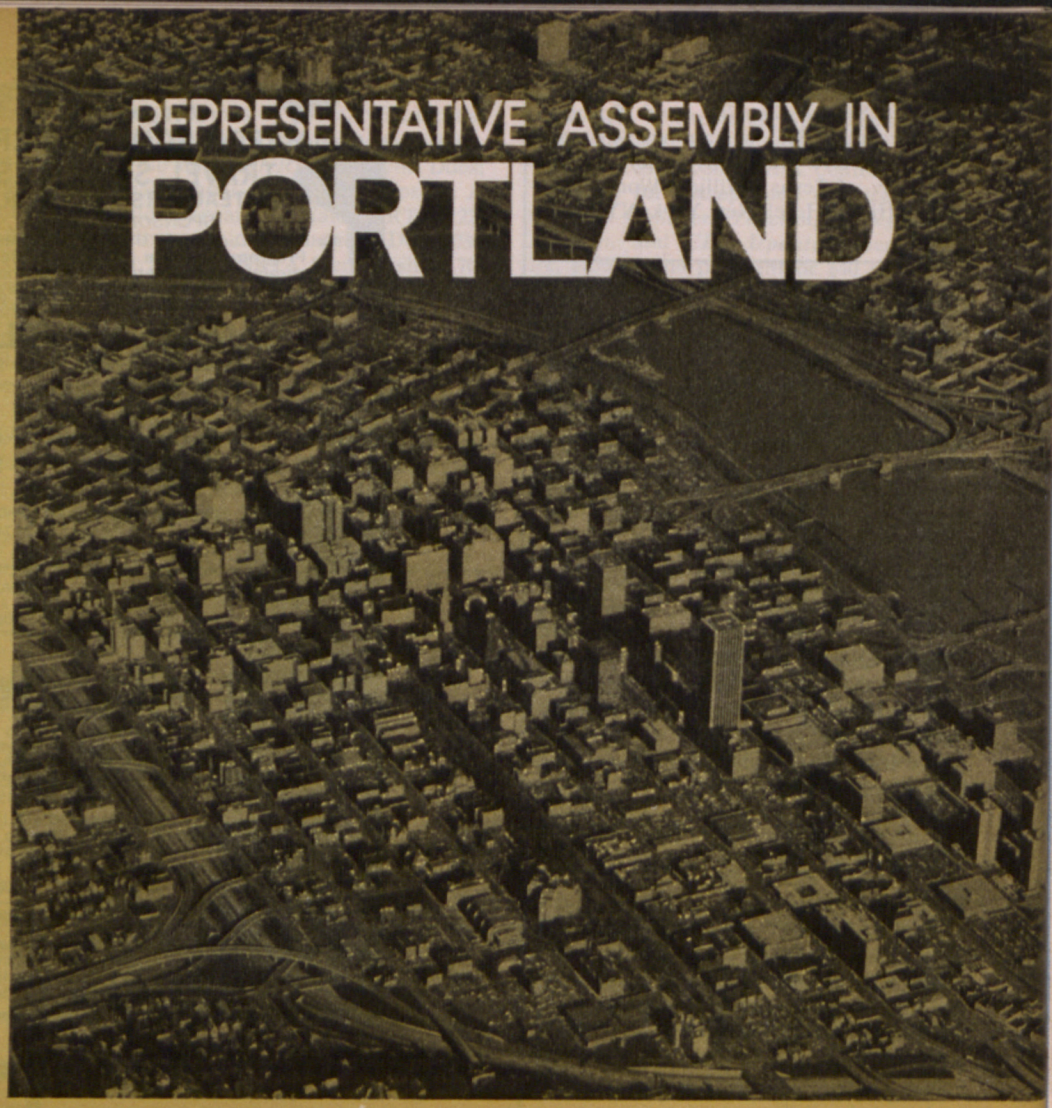

Many rooms have already been reserved for state education associations for a portion of their delegates. However, the Housing Bureau will make sleeping room reservations for you upon receipt of this reservation blank if *all* requested information has been provided. The Bureau will make your reservation in the best accommodations still available on a first-come, first-served basis, taking into account the type of accommodation you prefer. Applications should be received before June 1 to ensure receipt of confirmations. If your reservation is being made by your state association, do not file this form.

MAIL TO:
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Portland, Oregon 97204

APPLICATION FOR SLEEPING ROOM ACCOMMODATIONS

(See following page for facilities and rates.)

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1._____
2._____
3._____
4._____

Accommodations Desired	**Rate Desired**
__ Room(s) with double bed for two persons	$____ to $____
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__ Room(s) with twin beds for two persons	$____ to $____
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Arrival Time: Date _____ Hour _____ a.m. p.m. Departure Time: Date _____ Hour _____ a.m. p.m.

Accurate arrival and departure information must be provided.

Please print or type names and addresses of all occupants, including the person making the reservation: (Bracket those sharing a room.)

Name — Street Address — City — State — Zip Code

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Confirm reservation to:

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Notes:

1. Some hotels/motels require deposits. The amount will be noted on your confirmation from that facility. Do not send checks or money orders with your application.

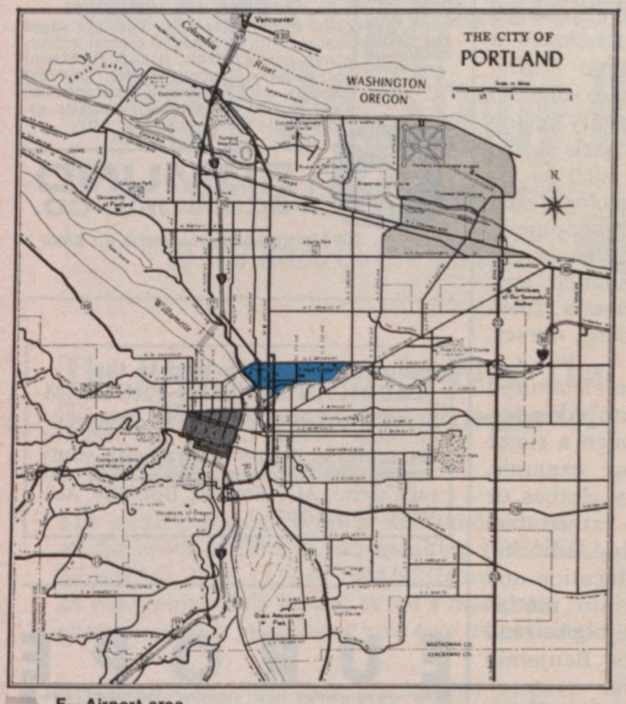
2. Be certain to indicate your arrival time in Portland. Reservations will be held only until 6 p.m. on the day you indicate you will arrive, unless your hotel is advised of a later time of arrival. Failure to notify the Housing Bureau directly of any change in your arrival time may result in cancellation of your reservation.

3. Notify the Housing Bureau of all cancellations and changes.

4. The names and addresses of all persons who are to occupy rooms requested must be listed in the spaces provided on this application form or on an attached sheet completed in the same manner. Avoid duplications.

5. Single rooms are limited in number. Please arrange for two persons to share a twin-bedded room.

ANNUAL MEETING IN PORTLAND



E—Airport area

F—Downtown area

G—Coliseum area

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A Northeast section of greater Portland (other than Coliseum and airport locations)
B Southeast section of greater Portland
C Northeast section of greater Portland
D Southwest section of greater Portland (other than the downtown area)
E Airport. The 2-mile area of Northeast Portland around the airport.
F Downtown. The central business area of Southwest Portland.
G Coliseum. The 10-block area of Northeast Portland around the Coliseum

Meetings will be held throughout Portland, but the greatest concentration of meetings will be in the downtown area and in the Coliseum.

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FACILITIES AND RATES

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		Single	Double	Twin/Double or Twin	Suites
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D	Caravan Motor Hotel	16	16	20	
A	City Center Hotel	13.50	13.50	—	
F	Heathman Hotel	11	14	25*	30–62
E	Cosmo Air-Tel	19	19	21	
G	Cosmopolitan Motor Hotel	14	18	20	
D	Dunes Motel (#2)	12.50	14.50	14.50	
B	Dunes Motel (#3)	14.70	14.70	15.75	
E	Flamingo Motor Hotel	19.50	19.50	23.50	
D	Golden Door Hotel	10	12	16	
F	Heathman Hotel	11	14	25*	30–62
F	(Portland) Hilton Hotel	25	30	30	76.50–137
G	Holiday Inn	16	16	18	
G	Hyatt Lodge	17	17	19	
G	Imperial "400" Motel	14	15	17–19	19–28
F	Imperial Hotel	9	11.50	14	
A	Inn at the Quay	15	17	21	37
D	Lewis and Clark College	—	—	13.50†	
F	Mallory Motor Hotel	13	13	15	17.50
F	Park Haviland Hotel	11	14	22*	35–45
F	Plaza Hotel	10.50	10.50	12.50–16	
F	Portland Motor Hotel	16.50	16.50	17.50	
D	Ramada Inn	16	18	20–21	30–50
F	Riverside West Motel	16.50	16.50	17.50	
F	Rodeway Inn	14.50–16.50	18.50–20.50	26.50	30–45
F	Roosevelt Hotel	11–15	11–15	12–15	
B	Rose Manor Motel	12.50	15	13.50–19.50	23.50
G	Royal Inn	9.50	15.50	—	
G	Sheraton Motor Inn	17	22	22	35–75
F	Sweetbrier Inn	15	15	18	
G	Thunderbird Motel	14	17	20	
A	Thunderbird-Jantzen Beach Motel	16	23–25	23–25	
E	Town House Motel	12.50	12.50	16	23
A	(Portland) TraveLodge	10	13	19.50	
G	TraveLodge at the Coliseum	16	23–31	23–31	35
A	University of Portland	—	—	10†	
A	Vancouver TraveLodge	13	15	18	17–22
D	Vip's Motor Inn	10.50	13	14–18	

Price does not include 5% municipal tax. Parking is available at all motels and hotels.

The Housing Bureau also recommends other hotels and motels, but they are not listed because of a minimal number of sleeping rooms in each.

A shuttle bus service will operate throughout the greater Portland area to serve NEA registrants.

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Campground locations and information can be obtained from the NEA Housing Bureau at the address on the room application.

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(*Continued from page* 73)

YWCA's, community church groups, and universities. As the only agency in the community that serves all the girls, however, the school has a unique catalytic and coordinative role to play in these programs.

Most of these schools offer the young mothers a continuation of the regular educational program in a special setting. Since the girls have a need for special information during pregnancy, many schools also offer an expanded Personal and Family Living Course. Through it, the girls learn about topics of concern, such as reproduction, prenatal physiology, and child growth and development. Courses of this nature may be taught by regular school personnel augmented by resource persons from the community—obstetricians, nurses, lawyers, and so forth.

Regular courses may be structured to take the pregnancy into consideration as well, mostly through a slight changing of content. For example, girls may make maternity clothes or layettes in sewing classes rather than the traditional aprons and smocks; emphasis on consumer education and pricing may be woven into mathematics courses; one of the books read in English classes may be Benjamin Spock's book on baby care.

Following the birth of the baby, school systems continue to play a major role. For a young parent, coping with being a schoolgirl, a mother, and perhaps a wife while struggling to resolve conflicts that are a normal part of adolescent growth and development, all at the same time, can be overwhelming. Young mothers need encouragement and support in all their life activities.

Schools can respond by being flexible with respect to such special needs as absences when the girls have to take their babies to well-baby clinics; rearrangement of their schedules, if needed, so that they can leave early in the day; or modification of their curriculum so they can graduate ahead of their class. Schools can offer child-rearing courses geared to meet the needs of students who already are parents, and they can provide opportunities for enrollment in work-study programs. Some young mothers may need vocational guidance and an increase in the vocational content of their school program. On the other hand, schools may encourage and help those who are intellectually and financially able to go on to further education.

In order to be able to continue in school, up to a third of the young mothers need day care services out-

(*Continued on page* 78)

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Petersburg.
HISTORICALLY SPEAKING

(*Continued from page 76*)

side of their own home. Therefore, a number of school systems have either established infant day care facilities themselves or made special arrangements with community day care centers that can accommodate infants.

Schools can also give special attention to the young fathers' needs. They may offer services aimed at helping young fathers who have dropped out of school to return to regular school or receive tutoring leading to a high school equivalency diploma. Job training and placement may also be provided through the comprehensive service program.

Studies have shown that the provision of comprehensive services can substantially reduce the high educational, social, and medical risks encountered in early childbearing and child rearing. For example, demonstration programs have shown that, given an opportunity, 85 to 95 percent of pregnant girls will continue their education. Often, despite their pregnancy, they study harder than ever before and improve their grades.

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Social services likewise have an impact. Counseling services, for example, can reduce the number of inappropriate marriages, diminish the number of repeat pregnancies, and help direct young mothers toward more satisfying lives. □

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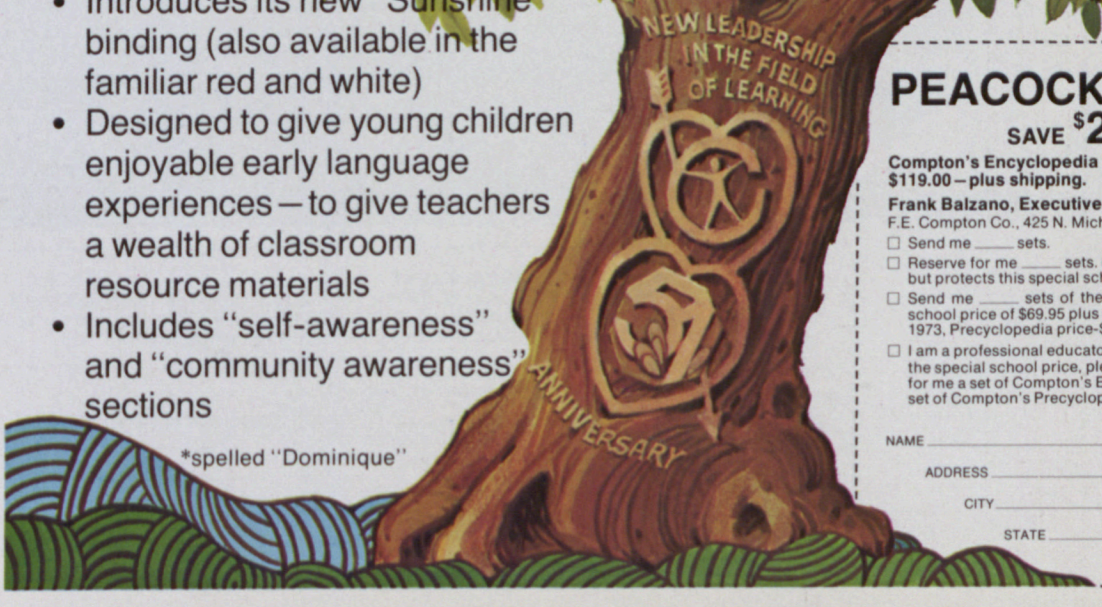

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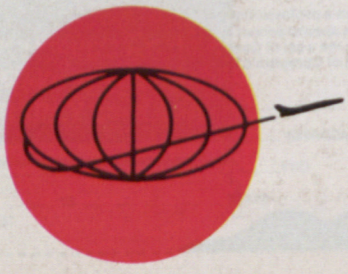

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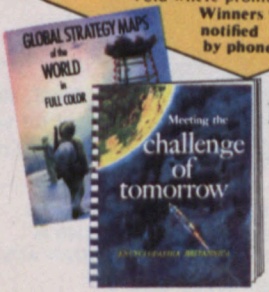

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